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ABSTRACT

The theme for Law Day 2002 was set long before the tragic events of September 11, 2001, and its aftermath. The vision of Law Day planners was to plan programs on how the courts and legal system seek to assure equal access to justice for all people. This guide gives planners the tools for programs and discussions on legal aid, the "pro bono publico" activities of lawyers, public defender programs, and other ways the legal profession tries to deliver legal services to those in need. The guide helps planners or teachers put on programs and discussions on the courts, such as how to assure their independence from outside pressure, ways to reach out to the public with needed information, and methods to make them accessible. The 2002 Law Day Planning Guide also contains: ideas about how to build coalitions with a variety of legal groups, schools, and community organizations; talking points on equal justice issues; activities and lessons for all grade levels; and suggested programming for reaching adult groups. (BT)

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Celebrate Your Freedom: Assuring Equal Justice for All--Law Day May 1, 2002 Planning Guide.

American Bar Association, Chicago, IL. Public Education Div.

SO 033 488

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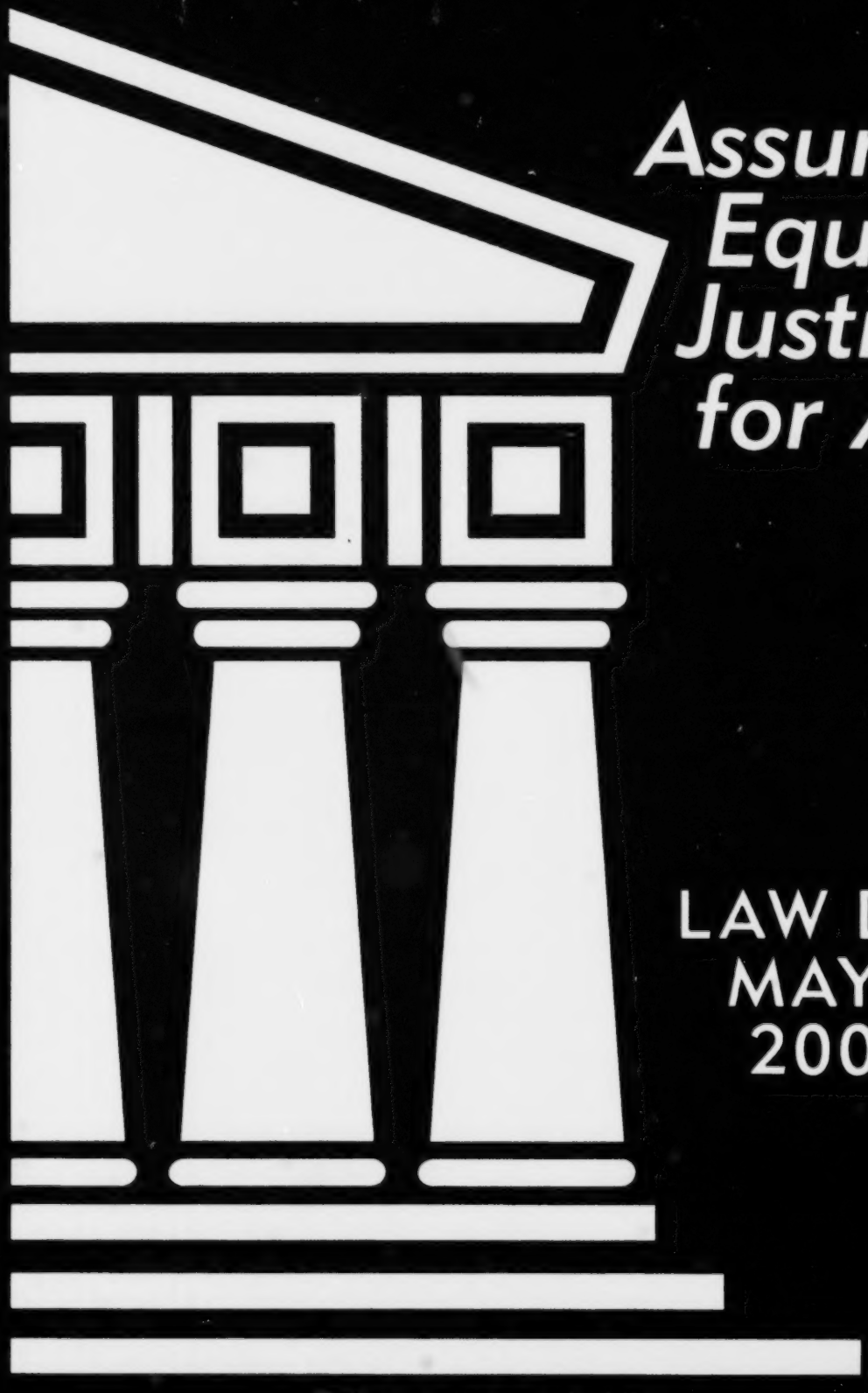

Assuring Equal Justice for All

LAW DAY
MAY 1
2002

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PLANNING GUIDE

Wide Support for Law Day 2002

The ABA is pleased that the following organizations have confirmed their support of Law Day 2002 and its theme: "Celebrate Your Freedom—Assuring Equal Justice for All."

Cooperating Partners for Law Day 2002

AARP

Administrative Office of the United States Courts

Alliance for Justice

American Board of Trial Advocates

American Inns of Court

American Judicature Society

Association of Trial Lawyers of America

Center for Civic Education

Children's Defense Fund

Close Up Foundation

Constitutional Rights Foundation Chicago

Families Against Mandatory Minimums

Federation of State Humanities Councils

Girl Scouts of the USA

Hispanic National Bar Association

Migrant Legal Action Program, Inc.

National Association of Criminal Defense Lawyers

National Association of Sentencing Advocates

National Bar Association

National Center for Youth Law

National Community Education Association

National Council of Juvenile & Family Court Judges

National Education Association

National Immigration Law Center

National Organization on Disability

The Sentencing Project

Southern Poverty Law Center

Street Law

Youth Law Center

(Organizations on the list above committed their support of Law Day 2002 on or before November 15, 2001.)

For more information, visit our website, <www.lawday.org>.

Equal Justice as an American Quest

The theme for Law Day 2002 was set long before the tragic events of September 11 and their aftermath.

When we agreed on this theme for Law Day, we envisioned Law Day planners doing programs on how our courts and legal system seek to assure equal access to justice for all Americans. This guide gives you the tools for programs and discussions on legal aid, the *pro bono publico* activities of lawyers, public defender programs, and all the other ways we try to deliver legal services to those in need.

This guide will also help you put on programs and discussions on our courts—how we can assure their independence from outside pressure, help them reach out to the public with needed information, and make them accessible.

This 2002 Law Day Planning Guide, the most comprehensive in Law Day's long history, also has:

- ideas about how to build coalitions with a wide variety of legal groups, schools, and community organizations (pages 6–8);
- talking points on equal justice issues (pages 10–13);
- activities and lessons for all grade levels (pages 15–37); and
- suggested programming for reaching adult groups (pages 39–46).

In addition, our Internet site has hundreds of other ideas—including other program ideas and school lessons—that you can use on Law Day or any day. Just access <www.lawday.org>.

Let me suggest several additional topics of programs, especially pertinent for the struggle we are now in, but always appropriate for our pluralistic democracy.

Terrorism presents challenges to America's core civic values, our commitment to a pluralistic democracy, and our commitment to the rule of law. I'm proud to say that we are preserving all of these. We have responded by giving law enforcement important and needed tools consistent with our great constitutional guarantees. We have protected the diverse cultures of our fellow citizens. We have reaffirmed our faith in the great values that undergird our democracy, including our commitment to justice.

So let us, on this Law Day 2002, also reflect on, and with the help of our fellow citizens, come to better understand, the common ground we share as Americans in a diverse society and as members of the global community. In these difficult times, it is wholly appropriate to ask how the law, our commitment to justice, and our commitment to democratic values bind us together as a people.

Please let us know about your many programs, so we can help publicize them on our website, and help others learn from them. E-mail us at <publiced@abanet.org> or write us at Law Day, 15 3, 541 N. Fairbanks Court, Chicago, IL 60611-3314. Let us know what you are doing, and how we can help you.

We look forward to working with you to make this the best, and the most meaningful, Law Day ever.

William S. Sessions

Chair, Law Day 2002

Assuring Equal Justice for All

When asked to describe democracy, most of us immediately think of elected representative government or town meetings. But although the right to vote and participate in legislative forums are certainly prerequisites of a democracy, they are not the only requirements. Equally important is the concept of *equality under the law*. That is, that the rule of law be applied, *and be available*, to everyone, without regard to wealth, status, race, religion, or even geography.

It is important that from time to time we pause to consider whether our system of justice is truly available. Nothing is more essential to the health and sanctity of our democracy than the accessibility by all Americans to the judiciary. A nation with the finest judges, most capable counsel, most enlightened laws, and most far-reaching civil rights is nevertheless flawed if access to that country's court system is limited to just a very few.

The activities scheduled during Law Day 2002 provide the opportunity to reflect upon the issue of equal access to our system of justice. The theme of Law Day 2002, *Celebrate Your Freedom—Assuring Equal Justice for All*, provides a great opportunity for lawyers, judges, legislators, educators, social workers, and others to collaborate on community-based activities that will increase access to our courts and thus ensure the vibrancy of our democracy.

Across the country, communities are hosting forums to discuss how to increase the amount of affordable legal services available to all citizens. These forums are also examining methods which will ensure that our courts are able to adopt alternative approaches that eliminate the time-consuming delays that often impede justice and make it too expensive. Additionally, Law Day forums will educate the public about various legal processes, underscoring the importance of the third branch of government.

Our discussions will make us better citizens and our country a stronger democracy. As I contemplate the activities scheduled for Law Day 2002, I am prouder than ever to be an American lawyer.

Sincerely,

Robert E. Hirshon

Robert E. Hirshon
President, American Bar Association

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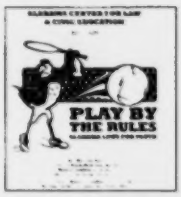

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Standing Committee on Public Education
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DIVISION FOR PUBLIC EDUCATION

A Law Day Call to Action

Through great Law Day programs, you can expand people's awareness of our heritage of liberty under law and help them appreciate how we strive to assure equal justice for all.

Think of Law Day as more than just a single day to reflect on our legal heritage—make it a community-wide program that can encompass a week or more of activities for kids and adults.

Assuring Equal Justice for All Theme

The overall theme of "Assuring Equal Justice for All" lends itself to a wide variety of compelling, innovative programs.

This theme focuses on America's efforts to make equal justice a reality for all of our citizens. The theme encompasses

- efforts to extend legal aid to those in need through, for example, the Legal Services Corporation, public defender programs, and private efforts such as *pro bono*
- efforts to make courts work better by eliminating delays, implementing more user-friendly procedures, etc. and
- efforts to make American justice equal regardless of color, gender, disability, or economic status.

The theme allows us to examine equality of justice through the perspectives of both the legal profession and the public it serves. On the one hand, it includes efforts by the bench and bar to promote equality of justice, and so encourages the participation of both lawyers and the judiciary. On the other hand, it embraces issues related to the groups served, such as economic access to the courts, even among the middle class; disability issues; gender, race, and ethnicity issues; and ways in which changing American demographics affect equal justice for all.

Use this compelling theme to

- enhance public knowledge of and access to the justice system and courts
- foster public dialogue on what equal justice should mean in American society and
- highlight local innovation, as, for example, efforts to make legal services affordable and widely available, efforts to improve jury service, and efforts to reconnect courts to the community.

Origins of Law Day: A Chronology

1957
American Bar Association (ABA) President Charles S. Rhyne, a Washington, D.C., attorney, envisions a special day for celebrating our legal system.

1958
President Dwight D. Eisenhower establishes Law Day U.S.A. to strengthen our great heritage of liberty, justice, and equality under law.

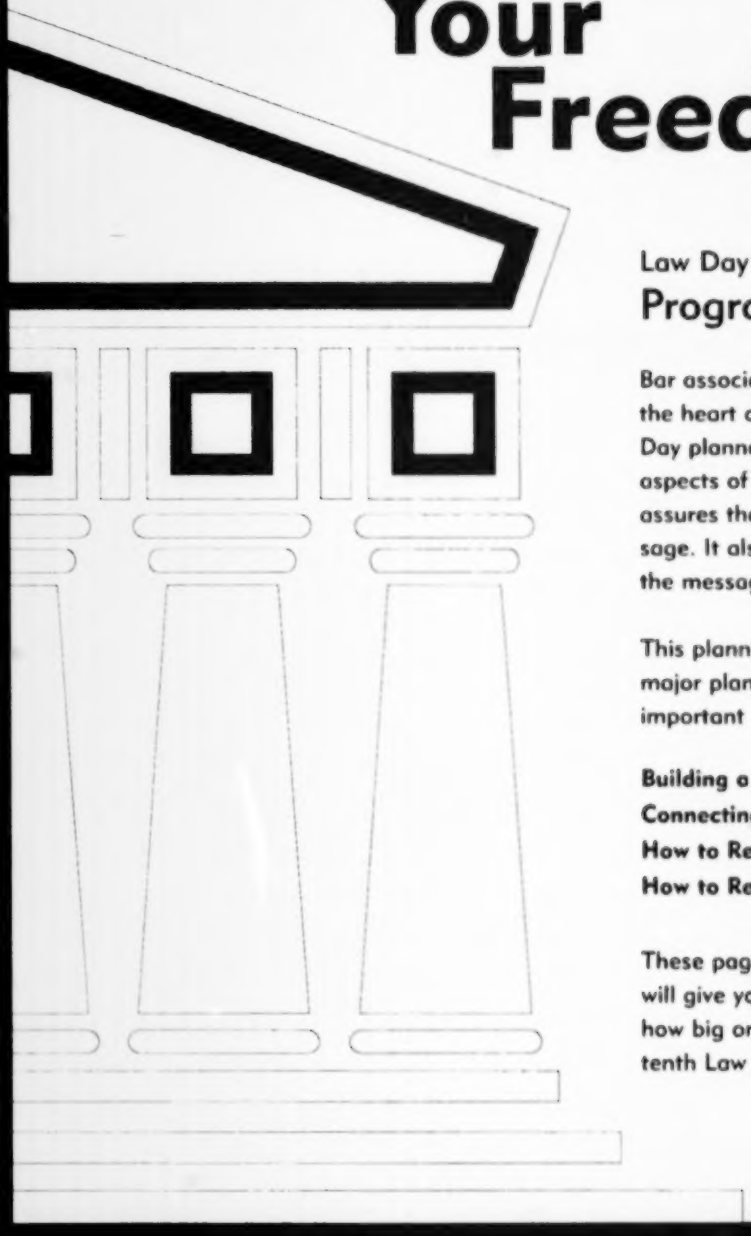
1961
May 1 is designated by joint resolution of Congress as the official date for celebrating Law Day.

Every Year
May 1 remains the official date, but Law Day often becomes Law Week (or Weeks!) as the ABA is joined by national organizations, state and local bars, businesses, and schools in conducting thousands of programs on the rule of law in a constitutional democracy.

Access <www.lawday.org> for more information on Law Day's History.

Check Out the Law Day 2002 Resource Catalog
See page 59.

Celebrate Your Freedom



Law Day 2002

Program Ideas

Bar associations, the courts, and other legal groups are usually at the heart of Law Day planning, but they shouldn't go it alone. Law Day planners should involve school and community groups in all aspects of planning. Making Law Day a community-wide event assures that more people will be reached with the Law Day message. It also means that planners will have more help in getting the message out.

This planning guide emphasizes increasing your outreach. Each major planning section that follows includes tips about locating important allies and bringing them on board.

Building a Law Day Coalition	**6**
Connecting with Students	**15**
How to Reach the Community with Your Law Day Message	**39**
How to Reach the Media	**47**

These pages will tell you how to tap into these great sources and will give you hands-on, doable ideas for your program, no matter how big or small your budget, whether this is your first or your tenth Law Day!

Assuring Equal Justice for All

Tips on Building a Law Day Coalition

Congratulations to those areas/associations/organizations that establish effective local coalitions to put on Law Day programs. Successful coalitions can significantly increase the number of people that participate in Law Day activities as well as decrease costs. Consider the following points in organizing, planning, and implementing your Law Day events.

Organization

Determine potential coalition members

- No matter the size of the community, a local Law Day celebration is a major undertaking. There is sufficient work for all interested partners. Seek partners that will bring diverse talents and resources to help implement the theme for the year.
- Most coalitions find they have the most success when their planning committee includes a mix of experienced as well as new members. Those who have been involved before know what it takes to get the job done, while newer members provide fresh perspective and insight.

Size of the coalition

- Start by recruiting six to 12 members for the coalition.
- Members should represent the organized bar, minority bar groups, and the courts.
- Be sure to include members from other law-related groups, such as legal secretaries, paralegal organizations, and the bar auxiliary.
- Extend the invitation to representatives from local schools and community groups.
- Reach out to local affiliates and chapters of the groups listed on the inside front cover of this guide.

Contact potential coalition members early

- Don't wait until the last minute. Early contact can start everyone working together and avoid confusion over "turf."

Planning

The First Coalition Meeting

- **Choose a chair and a vice-chair,** if they have not already been designated. Strong leadership is a must. Keep in mind that the position of vice-chair should be one of training to become chair the following year.
- **Appoint individuals to committee and committee chair positions** to handle critical components of a successful Law Day celebration. Establish a clear definition of roles for each committee. Focus on what each coalition member can best bring to the table based on the year's theme.
  - Program
  - Logistics
  - Finance
  - Media
- **Agree on mutual Law Day goals.** Set goals that are high but achievable, considering local resources. Discussing what each coalition member wants to accomplish will drive the goals. Goals may include
  - Improving the content of presentations
  - Diversifying the extent of classroom visits and community presentations
  - Increasing student numbers and number of adults reached by programs
  - Broadening audiences
  - Broadening geographic coverage
  - Improving community awareness and media opportunities
  - Building bridges to additional community organizations
- **Establish a realistic schedule.** Establish a timeline of critical dates with assigned responsibilities. The timeline provided on page 8 is a good starting point. Modify it for your community with specific dates and accountabilities. Consider regular coalition meetings to share work accomplished to date.
- **Conduct initial program discussion.** Get all the ideas on the table, but leave any final decision until the second coalition meeting. Give everyone time to digest the many program opportunities, but don't delay the second meeting more than one week.

Law Day Buttons
Wear one yourself. They are great, inexpensive giveaways.
PC# 317-0297
See page 60.

The Second Coalition Meeting

- **Choose the program (or programs) that fit your goals.** Don't overlook the fact that you will probably need multiple program opportunities, keyed to your target audiences.
  - School representatives on the coalition can assure that the program fits the curriculum and the students' interests.
  - Coalition members who are community group representatives will always have suggestions that will align their specific groups to the Law Day theme for the year.
- **Coordinate the logistics of the date, time, and site for the programs to be offered.** Based on the programs to be delivered, brainstorm the many places where people gather, such as shopping malls, bookstores, libraries, and businesses. Law Day celebrations should be on May 1 or any day of the week before or after. However, if there is a local schedule conflict that would involve the entire community, consider scheduling Law Day activities at another appropriate legal date, such as Constitution Day in September.
- **Determine how sites will be contacted.** There may be some overlap in contacts with local school districts and community organizations. To be efficient, it is very important to know all specific contacts. Consider assigning one coalition member to make all school contacts; divide up the prospect list for other groups and assign individual responsibilities.
- **Have the committee chairs provide updates.**

Implementation

Sponsors & Partners—Forming partnerships with those who share your goals and may be willing to share the costs as well can enhance your programs. Check <www.lawday.org> under Reaching the Community and Reaching the Media for lots of ideas from across the country on securing partners and sponsors for Law Day.

Make a list of your needs and then brainstorm potential partners for each need. The list of needs may include:

- **Sites**—Partnerships can help you secure a location for your event. For example, libraries and government bodies make good partners because of their access to the public and possible meeting facilities.
- **Media Coverage**—Consider newspapers and television and radio stations. A local corporation or business group may be interested in sponsoring a project that will receive good media coverage. Invite the company's lawyer or a lawyer who is a member of a civic group to be part of the planning committee. Don't forget about local radio or TV talk shows. Ask the sponsoring station if they can absorb production costs and help with publicity.
- **Print and Audiovisual Needs**—Consider local print shops. Keep costs down by finding co-sponsors or asking local businesses and law firms to help photocopy handouts and provide audiovisual equipment.
- **Awareness**—As planning progresses, be sure to keep other groups informed of activities well in advance, including those that initially declined co-sponsorship.

Coalition Tips for Success

- Clearly honor each coalition member in all communications.
  - Sharing recognition at every opportunity increases trust. The word will quickly spread that Law Day is a community effort. It will also build sustainability into the coalition and the annual event.
- Establish a "Project Central."
  - A central hub is essential to Law Day success. It assures that all inquiries receive appropriate action. It provides public accountability for the local Law Day coalition.
- Share resources.
  - This may be the hardest thing to do. But if you do not share your resources, the other coalition members will not likely share theirs either. Sharing resources reduces costs for all coalition members. Remember, it is easier to share resources when every coalition member gets equal recognition for its contributions.
- Celebrate your success!
  - After the event, celebrate your success. The session can also be used to "debrief" and create a stronger coalition for the following year.

Balloons
The sky's the limit for these larger-than-ever Law Day inflatable latex balloons. They come in red and blue, with design in white.
PC# 317-0276
See page 63.

Colorful Law Day T
Wear your freedom proudly. Red, white, and blue 100% pre-shrunk cotton T-shirt features the colorful Celebrate Your Freedom design seen on the cover of this year's planning guide.
PC# 317-0300
See page 60.

Members of legal organizations in particular should be invited to participate as Law Day approaches. Use the newsletters and meetings of these groups to get the word out on ways they can get involved. There is always an opportunity if latecomers want to join the coalition.

- **Luncheon Speakers**—Don't be afraid to approach well-known figures who may welcome your invitation to speak. Prominent speakers often ensure a good turnout and press coverage. However, someone involved with delivery of legal services or improving the courts may also be an inspiring speaker. Ask coalition members, judges, and others about their connections to prominent individuals. Be sure your presenter is a good communicator and has a summary of the program's goals in advance so that he or she can prepare appropriate remarks.

Seeking sponsors and partners for Law Day will:

- give you fresh ideas for planning and outreach
- improve relationships between groups
- provide more volunteers and
- stretch budget dollars by sharing copying and mailing costs.

You can do a lot with volunteer power even when you have a very small budget for your Law Day programs. Seek out those who share your goals and are willing to absorb copying and mailing costs.

Law Day 2002 Planning Timeline

Fall 2001

Form Law Day Committee and select chair.

Identify and contact your community resources and potential partners.

Convene committee.

Choose elements of program.

January 2002

Continue planning and reaching out to potential partners.

If you're targeting schools, write or select lessons or materials and have them reviewed by teachers, lawyers, or other appropriate persons.

February

Order ABA Law Day materials by February 15 to get 10% discount.

Make arrangements for mock trials, films, speakers, courtroom tours, pamphlets, etc.

Contact companies such as banks, insurance firms, utilities, department stores, and others about sponsoring paid ads in support of Law Day.

Recruit all volunteers.

Finalize choice of participants, date, and site.

March

Order ABA Law Day materials by March 15 to get 5% discount.

Talk to newspaper editors about Law Day coverage and editorials.

Print programs for forums, speakers, courthouse sessions, etc.

Officially invite VIPs to programs.

Begin to publicize program within the schools and legal community, and recruit your audience.

April

Order ABA Law Day materials by April 11 to guarantee delivery by Law Day.

Confirm all details of program.

Distribute materials to schools, lawyers, and other participants.

May

On or around May 1, celebrate Law Day!

Take lots of photos or have a professional photographer on hand.

Send thank-you letters to program participants and media.

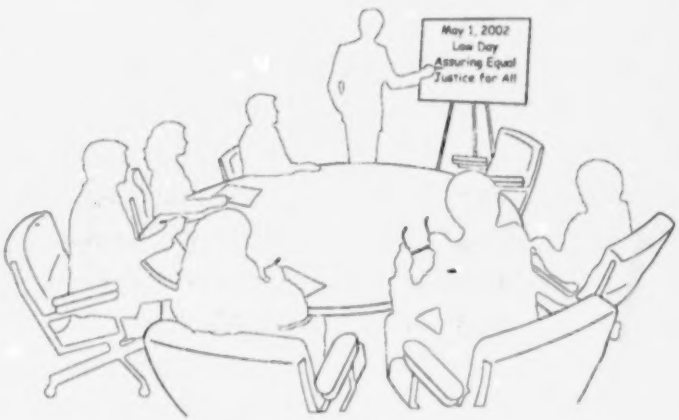
June 11

Deadline for entering ABA Law Day competitions. See pages 51–56 for guidelines and entry forms.

Fall 2002

Law Day Award winners announced.

Begin to plan for Law Day 2003.



Programs at a Glance—Statewide Programs

Washington State Bar Association
Seattle, WA

Contact: **Lisa Kauzloric**
Law Week Statewide Coordinator
Lisak@wsba.org

Budget: **$5,000**

Lawyers and judges in Washington brought legal education into classrooms throughout the state during Law Week, reaching over 19,600 students and 480 teachers. Events included mock trials and discussions on the importance of our justice system, current legal issues, and specific areas of the law.

Law Week is one of the many Washington State Bar Association programs that help citizens understand the role law plays in their lives. Washington State Law Week celebrated its second year as a statewide, week-long program in May 2001. Bar associations in 30 Washington counties, along with 10 specialty bar associations, cooperated.

Coordinating Law Week is a year-round process. The WSBA has a staff member who dedicates one-third of her time to Law Week. Washington's 40+ local coordinators donate anywhere from one to 10+ hours per week to Law Week, depending on the magnitude of the local program and the time of year.

Recommendations to other bars should this program be replicated:

- Obtain confirmation of each local coordinator and make sure he/she has a firm grasp on the concept and the tasks to undertake.
- Obtain commitment from teachers as to their participation as early as possible (preferably in the fall, when they are finishing their lesson plans and curriculum).
- Begin advertising the program early (fall/winter). Utilize local and/or state newsletters or other publications, websites, "save-the-date" mailings, e-mail distribution groups, and list serves.

Wisconsin Supreme Court
Madison, WI

Contact: **Amanda K. Todd**
Court Information Officer
amanda.todd@courts.state.wi.us

Budget: **$3,300**

The Director of State Courts Office produces a Law Day Planning Kit to help Wisconsin's 72 counties celebrate Law Day. In partnership with the state bar, the office recruits Law Day organizers and, through the Kit, gives materials and activities related to the theme. The Kit is also available online at <www.courts.state.wi.us>. Then, the local organizers take over, so that local Law Day celebrations serve the needs of each community.

The Law Day Planning Kit provides guidelines to ensure that planners are able to develop high-quality programs. The activities are designed to reach diverse audiences. A county could put on, for example,

- essay/poster contests or a mock trial for elementary students
- the Day in the Life job-shadow activity for eighth grade through high school
- an information fair with free legal advice for adults
- a special reception to honor people who have made a particular contribution to the legal system, such as jurors or foster parents.

To ensure that the counties use the Kit, the Director of State Courts Office recruits Law Day planners (generally judges, clerks of court, court commissioners, and attorneys) in each county and provides each planner's contact information in the Kit to facilitate organization on the local level. Others who receive the Kit include community partners encouraged to join the courts in developing Law Day programs—for Law Day 2002, with its emphasis on protecting the best interests of children, partners include

- family living programs of the University of Wisconsin Extension
- county departments of health and family services and
- Native American tribes.

The Kit provides sample press releases and gives a timeline so that even novice organizers will know how and when to alert the press to their activities.

To track participation, the State Courts Office sends out follow-up postcards asking how the county celebrated Law Day, what resources in the Kit were used, and what the planners would like to see in next year's Kit.

Talking Points on Assuring Equal Justice for All

One of the best ways to learn about assuring equal justice is to talk about it.

Discussions can take many forms, ranging from a public conversation among community members and leaders to a single speaker making a presentation, a debate on a particular topic, or a moderated panel discussion.

The talking points below provide quick bullets of information and discussion questions related to several major issues associated with this year's Law Day theme. They are intended to help brief your public speakers on the issues prior to a presentation and can provide a great jumping-off point for discussion.

Our Need for the Law

Why Is the Law Important?

1. The stability of American society depends in large part on our nation's commitment to the rule of law. The rule of law means that all members of our society are subject to the same set of laws and that these laws are enforced consistently without regard to one's position in society. Not every dispute needs to be resolved in court, but we should know when and how the law can protect our interests and preserve our rights.

When Should I Use a Lawyer?

2. One's need for a lawyer depends upon the circumstances and complexities of a particular issue. Most people agree, however, that a lawyer's help is needed when one encounters major events or changes in one's life. These include
   - being involved in an accident
   - experiencing a change in family status, such as divorce, adoption, or death
   - being arrested for a crime
   - experiencing a significant change, for better or worse, in one's financial status
3. The four most common reasons people use a lawyer are
   - real estate transactions
   - drawing up a will
   - as a party to a lawsuit
   - divorce or separation from one's spouse

How Frequently Do Legal Needs Arise?

4. Approximately seven out of every 10 adults have hired a lawyer, and most would use the same lawyer if they had to make the decision again.
5. Approximately one-half of low- and moderate-income households face a legal issue during any given 12-month period.

Won't a Lawyer Be Expensive?

6. Your lawyer's fee will depend on the complexity of your issue and the amount of time needed to resolve it. Ask for an estimate of costs, and remember that involving a lawyer in a legal issue early on may well save money over the long term.
7. If you have limited financial resources, you may be eligible for reduced-cost or free services from a legal aid program in your area.
8. Lawyers are ethically obligated to charge a "reasonable" fee, which is determined by such factors as the amount of time required; what other lawyers charge for similar work; the lawyer's experience, reputation, and ability; and the total value of your claim or settlement.
9. In some types of cases, lawyers are paid only if they win the case or obtain a settlement. This is known as a contingency-fee case, because the fee depends on, or is contingent upon, the lawyer's winning. You might still have to pay court costs under this arrangement, but you wouldn't have to pay fees unless the lawyer succeeded.

What Should I Expect from a Lawyer?

10. A lawyer should communicate with you effectively, provide high-quality work in a timely manner, charge a reasonable fee for the services provided, keep you informed on the progress of your matter and the options available to you, follow the decisions you make, and maintain confidentiality.
11. Remember that the lawyer's ability to accomplish what you desire is limited by the rule of law; your lawyer can pursue your interests only as far as the law permits.
12. Remember that many lawyers have particular specialties, such as real estate, litigation, wills and estates, or bankruptcy. Ask a potential lawyer if he or she has had experience with issues similar to yours.

If My Legal Issue Involves a Dispute, Should I Expect to Go to Court?

13. Relatively few legal issues, including lawsuits, involve a full hearing in court. Your lawyer may be able to dismiss charges against you or negotiate a settlement before a trial begins, or you may be able to use an alternative dispute resolution mechanism such as mediation or arbitration to settle your dispute.

How People Can Get Legal Help

1. Lawyers, associations, and businesses provide people with legal assistance in a variety of ways. State and local bar associations, groups like AARP, the military, and labor unions all join lawyers today as sources of legal information and assistance.

2. About three out of four people who need a lawyer find one from a friend, relative, or co-worker who had a similar problem. Others obtain a lawyer from legal aid programs, *pro bono* programs, lawyer referral programs, prepaid legal services, military legal-assistance programs, or group legal-assistance programs.

3. Often people find their lawyer from an advertisement in the Yellow Pages, on television, or through the Internet. About 12% of moderate income people and over 20% of poor people who have hired a lawyer found that lawyer through some form of advertising.

Obtaining Legal Help Through Organizations

4. Many state and local bar associations operate lawyer referral services. Members who sign up to participate receive referrals of people who have called the bar looking for a lawyer. The lawyers generally provide a low-cost consultation to help the person understand the legal problem and decide how to proceed. This consultation often leads to the potential clients' retaining the lawyer to represent them.

5. Prepaid legal services allow people to have a lawyer on call. Plan participants pay a low monthly fee, frequently taken out of their paychecks as one of their deductions. They can then call a lawyer to get advice about any legal problem, obtain a will, have a real estate contract reviewed, be represented in traffic court, or, in some plans, obtain a divorce. People can find a directory of prepaid legal services from the American Prepaid Legal Services Institute at <www.aplsi.org>.

6. Sometimes membership organizations provide legal assistance for their members. This is generally a membership benefit, with services provided at rates that are below the prevailing costs for lawyers in the area. AARP's Legal Services for the Elderly includes telephone hotlines in several states where members can call and speak to a lawyer briefly about their problem. If they then need a lawyer, the hotline attorney will make a referral.

7. Both active and retired military personnel are frequently eligible for civil legal assistance provided by the military. Wills, powers of attorney, guardianships, and other legal matters that generally pertain to the needs of military personnel are handled routinely by lawyers and paralegals assigned to bases around the world.

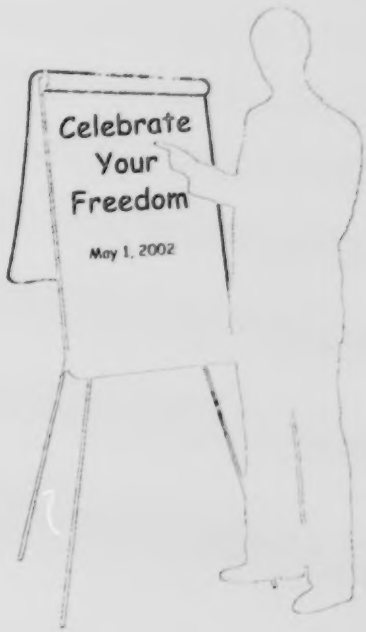
Legal Help from Other Resources

8. Simple legal matters may not justify the expense of a lawyer. People may proceed on a self-represented basis, also known as *pro se*. They can turn to a lawyer for advice and information or they may obtain information from a self-help book or on-line resource, or, in some towns, from the clerk of the court. At self-service centers in some states, *pro se* litigants can obtain how-to-do-it guides and forms and proceed on their own behalf. However, court personnel cannot give them legal advice as a lawyer can, so they proceed at their own risk.

9. Sometimes the courthouse is not the best place to settle a dispute, so people turn to mediation instead. Mediation of personal matters often does not involve any lawyers, but only the people who are in dispute and a neutral third party, known as the mediator. The mediator encourages people to come to an agreement that they work out between themselves, instead of having a judgment imposed on them by a courtroom trial.

Discussion Questions

1. What are the benefits when everyone has access to a lawyer?
2. Is it a good idea for people to use a lawyer just because the lawyer represented a friend?
3. What rules should control lawyers when they advertise? Are lawyers who advertise worse than other lawyers?
4. Should more groups provide access to legal services for their members? Would you want to belong to a group that paid for some of the costs of lawyers who help members of the group?
5. Is it a good idea for people to do their own legal work? What resources would be most helpful if they decide to do so?



Providing Legal Services to the Poor

1. Except for cases involving actual loss of liberty (i.e., commitment to a mental hospital), the Supreme Court has not recognized a constitutional right to a lawyer in civil cases.

2. Beginning in 1965 with the Office of Legal Services, and continuing to this day through the Legal Services Corporation, federal funding has supported the provision of some legal services to the poor. It is estimated that around 2,400 offices in the country (with about 4,800 lawyers and 2,000 paralegals) are supported by the Legal Services Corporation. In addition, states, nonprofit organizations, and individual lawyers and law firms provide legal assistance to the poor. About 130,000 lawyers take some *pro bono* or reduced-fee cases each year.

Range of Cases

3. Many legal aid offices provide assistance with domestic relations, landlord-tenant problems, consumer affairs, and government benefits issues, such as Social Security and Supplemental Security Income, Medicaid/Medicare, welfare, and food stamps.

4. Some legal aid offices specialize. Examples include legal services for the elderly, such as wills, advance directives, guardianships, nursing home cases, and Medicaid issues; domestic violence services; and assistance with housing matters.

Eligibility and Cost of Services

5. To be eligible for services, clients must be low-income according to the financial guidelines, such as family income that is no greater than 125% of the federal poverty guidelines. In addition, because the demand for services is greater than available resources, each organization has case guidelines that determine which cases have priority. Generally, cases that will enable clients to obtain "basic needs" such as food, shelter, medical care, and freedom from domestic violence have the highest priority.

6. If clients are eligible, there is no initial charge. They may, however, be required to pay certain court costs and expenses related to their case.

Legal Services Corporation (LSC)

7. LSC is a private, nonprofit corporation established by Congress in 1974 to ensure equal access to justice. It provides legal assistance in civil matters to low-income individuals. Congress created LSC to ensure that at least a minimum level of access was available everywhere in the United States.

8. There are currently 40 million Americans at or below the poverty level. In 2000, LSC-funded offices handled more than one million civil cases. More than two-thirds of LSC clients are women—most of them mothers. The legal problems faced by those living in poverty can have serious, long-term consequences for children and, as a result, for society as a whole.

9. LSC-funded programs do not handle criminal cases. In addition, in 1996 a series of new limitations were placed on LSC-funded programs. Among them are prohibitions on class actions, collection of attorneys' fees, rulemaking, lobbying, litigation on behalf of prisoners, representation in drug-related public housing evictions, and representation of certain categories of aliens.

Pro Bono Publico

10. Many lawyers and law firms donate a portion of their time to take on worthy cases at no fee. Bar associations often help establish *pro bono* programs.

11. *Pro bono* lawyers may represent individual clients who have problems with domestic, housing, medical, or consumer issues. Or they may take on class-action cases, or advocate for changes in the law. Others may provide legal assistance to nonprofit organizations that serve the poor.

Need for Legal Services

12. Legal aid and *pro bono* combined fall far short of meeting the legal needs of the poor. Estimates are that no more than one out of every five poor people with a legal problem obtains help from these resources.

Discussion Questions

1. Who should be responsible for providing counsel to the indigent and working poor in civil cases? The federal, state, or local governments? The legal profession?

2. Should there be more ways for the poor and low-income individuals to resolve civil disputes without the services of a lawyer?

3. Should law schools be required to provided clinical education providing counsel to indigent clients by law students in actual cases, under the supervision of law professors? Should all law students be required to participate in order to graduate?

Indigent Defense Programs

The Facts

1. The Fifth Amendment says, "No person shall ... be deprived of life, liberty, or property, without due process of law."
2. The Sixth Amendment says, "In all criminal prosecutions, the accused shall enjoy the right ... to have the assistance of counsel for his defense."
3. The Fourteenth Amendment says, "No state shall ... deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."

Capital Cases

4. In *Powell v. Alabama*, 287 U.S. 45 (1932), the U.S. Supreme Court overturned the convictions of African-American defendants rushed to trial for capital offenses without a lawyer's help in their defense. The Court held that, under the Fourteenth Amendment, this violated their right to due process of law.

Federal Cases

5. In *Johnson v. Zerbst*, 304 U.S. 458 (1938), the Supreme Court held that the Sixth Amendment required a lawyer to be appointed in all federal criminal cases.

State Cases

6. In *Gideon v. Wainwright*, 372 U.S. 335 (1963), the Supreme Court extended the requirement of counsel for the accused to persons charged with a felony in state courts. The Court held that "the Sixth Amendment's guarantee of counsel is ... one of those fundamental rights" protected by the due process clause of the Fourteenth Amendment. The Court explained that "any person ... too poor to hire a lawyer, cannot be assured a fair trial unless counsel is provided to him."
7. In *Argersinger v. Hamlin*, 407 U.S. 25 (1972), the Court extended the right to counsel to misdemeanor cases that might result in a person found guilty serving time in prison.

Right to a Lawyer Before Trial

8. Many cases deal with this right. The famous Supreme Court case of *Miranda v. Arizona*, 384 U.S. 436 (1966), is largely about protection from self-incrimination, and the right to a lawyer included there is seen in that context. *Miranda* extended certain rights to suspects in custody. These included the right to remain silent, the right to be told that any statement made may be used against the accused person, the right to have an attorney present during questioning, and the right to have an attorney appointed before questioning if the accused person wants a lawyer and cannot afford one.

Juvenile Proceedings

9. In *In re Gault*, 387 U.S. 1 (1967), the Court extended the right to counsel to juveniles facing trial-like court hearings in juvenile court.

Today's Legal Services for Indigent Defendants

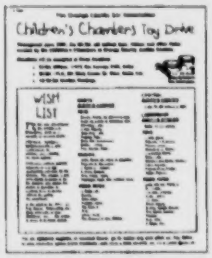
10. There are three primary models for providing representation to those accused of crimes and unable to afford counsel.
    - The public defender model involves public or private nonprofit organizations with full- or part-time staff attorneys and support personnel.
    - The assigned counsel model involves the assignment of indigent criminal cases to private attorneys on either a systematic or an *ad hoc* basis.
    - The contract model involves a private bar contract with an attorney, a group of attorneys, a bar association, or a private nonprofit organization that will provide representation in some or all of the indigent cases in the jurisdiction.

Questions for Discussion

1. Adequate funding of public defender offices is a continuing problem. Given the sometimes severe financial limitations of these offices, which can lead to very large caseloads, can we expect all public defenders to offer effective assistance to their indigent clients? If not, what needs to be done?
2. With assigned counsel programs, inadequate fees are a continuing problem affecting the quality of representation (often, the set fees are insufficient to compensate private attorneys for their work and sometimes don't even cover the attorneys' overhead costs—thus creating a financial disincentive to providing the necessary hours for quality representation). How can we advocate and secure the necessary fee increases?
3. With contract programs, there are problems inherent in low-cost bidding for contracts to provide indigent defense services. Can justice be served by the lowest bidder? What can be done to assure the necessary level of services?
4. What role should defenders of the indigent play in shaping a justice system serious about crime prevention, rehabilitation, and restitution?
5. What other resources would help defenders of the indigent do their jobs? (For example, with the help of social workers, defender offices might seek to prevent recidivism through creative approaches to treatment of the underlying causes of criminal activity, such as alcohol and drug abuse.)

Programs at a Glance—No Budget–Low Budget Programs

Children's Chambers Toy Drive



Orange County Bar Association
Irvine, CA

Contact: **Donna Fouste**
fousteD@ocba.net

Budget: **0**

In March 2001, the Orange County Bar Association decided to develop a special new program in support of the Law Day theme, "Celebrate Your Freedom—Protecting the Best Interests of Our Children." With the guidance of the association's Community Outreach Committee and the administrators of the Children's Chambers, it organized a collection drive to provide needed resources such as toys, VHS tapes, snacks, VCRs, and TVs for the three Children's Chamber daycare facilities. As an ongoing event, the Children's Chambers staff maintains a "wish list registry" on the Bar Association website. The Children's Chambers serves approximately 4,000 children annually. The program permits parents (or guardians) to leave young children in a safe and entertaining environment during the period when the adult caretaker is conducting business at the court.

Miami Senior HS Legal and Public Affairs Magnet School
Miami, FL

Contact: **Ed Asper**
easper@Dadeschools.net

Budget: **0**

Law Week 2001 was the first major activity for the new Legal and Public Affairs magnet program at Miami Senior High. The week started with the Florida Bar Commission on the Legal Needs of Children holding its first public hearing at Miami Senior High. Before the hearing about 160 students participated in a survey asking them to identify various legal needs of children. At the hearing, students, as well as teachers and administrators, provided comment to the commission based on the survey. A second activity at Miami High was an evening program for about 75 parents on legal issues that parents should be aware of, such as truancy, drugs, and various other juvenile issues. The week ended with a presentation by Judge Marilyn Milan of television's *People's Court*, a former Dade County judge. She spoke on the similarities and differences in the two jobs. She also showed a recent show tape and asked the students to explain how they would rule.

Law Day in the Desert

320th Air Expeditionary Group Legal Office
Kingdom of Saudi Arabia

Contact: **Theresa A. Keene**
Theresa.keene@offutt.af.mil
Antoinette M. Patterson
Antoinette.patterson@offutt.af.mil

Budget: **0**

In honor of Law Day 2001, the 320th Air Expeditionary Group celebrated the day despite thousands of miles separating Saudi Arabia and the United States. The Legal Office took Law Day to the American International School in Riyadh to encourage students to celebrate their freedom. Students learned about the rights of the accused and were also informed about legal career opportunities. Living in conditions that virtually prohibit travel into downtown Riyadh, the personnel of Eskan Village, a base with 2,000 combatants and noncombatants, enjoyed law-related movies, law-related foods, a fun run, and a law-related book display, all in a one-mile square compound in a hostile-fire combat zone.

Patton Legal Center
Heidelberg, Germany

Contact: **SFC Evan B. Wynn**
sjaewynn@hq.c5.army.mil

Budget: **$50.00**

The Patton Legal Center is a branch office of the Office of the Staff Judge Advocate, V Corps, United States Army Europe. The Legal Center conducted its first Law Day celebration in 2001. Activities included a Law Day luncheon, law-related poster and essay contests, and two mock trials. High school students participated in the essay contest on "Should Juveniles Who Commit a Serious Crime Be Tried as Adults?" The poster contest targeted grades 3–5 on the topic, "How I See the Law Protecting the Best Interest of Children." The fourth-grade classes participated in a mock trial, "State of Italia v. Geppetto." Participation included 140 fourth-grade students, five teachers, two elementary school administrators, 250 high school students, and 50 personnel from the Patton Legal Center.

Connecting with Students

So you've organized your local planning committee and you're ready to contact schools to schedule an appropriate Law Day activity. How do you succeed in making a successful connection with appropriate school officials that will enable you to reach your target—the students?

Schools are dynamic social organizations involving a myriad of relationships among teachers, administrators, and specialists. Knowing who to contact will make it a lot easier. If you find the right "gatekeeper," school administrators will connect with you immediately. Consider the following tips for success.

Law Day Planning Tips

■ Know the Key People

Know your education community. If you have a range of teachers and administrators on your committee, they should help you find the right access people in schools and school systems.

Once you identify the appropriate gatekeeper(s), consider adding them to the committee. In any event, establish an ongoing relationship, not just when you need to make contacts for Law Day. In fact, consider such ongoing support for school programs one of your goals so that students have the opportunity to learn about law at other times in the school year.

■ Be Ambitious

If your goal is to reach students, go to where students are. Consider providing Law Day activities not only to public, private, and parochial schools, but also to home schoolers, charter schools, and after-school programs such as Scouts, Boys/Girls Clubs, and YMCA/YWCAs.

■ Have a Plan

When you approach school administrators and teachers, have a well thought out plan of action that includes several implementation options. Say, "Our committee could help you by making presentations on these three topics this Law Day." School people have busy daily schedules and will appreciate being able to choose from good options. This is not the time to brainstorm. That's the role of the local planning committee.

■ Issues

Be sensitive to issues that educators face each day. They are accountable for student performance on standardized tests and assessments, and they have to adhere to statewide or districtwide curricular standards.

Once you are aware of these issues, be sure to show teachers and administrators how the proposed Law Day activity will support their local accountabilities. Showing the connection says that you want to be a partner in the education process.

Some schools may have an all-inclusive policy. This is an opportunity for you. You might be proposing a mock trial for the fifth grade and a legal career day for the sixth grade, but the school might want whatever enhancements or supplements you're suggesting be provided to other students, not just a targeted number. Make sure you've got enough volunteers to meet the demand.

■ Involvement

Testimonials are a great way of convincing an educator who hasn't been involved in Law Day before. Can you identify local educators who will speak on your behalf? Peers listen to other peers. Consider a one-pager outlining the proposed activities and including a list of all teachers who have participated in the past, along with a few quotations.

■ Have Fun!

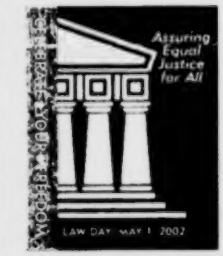
Whatever activity you plan must actively engage students while providing critical information about the U.S. legal system.

Enjoy the opportunity to allow students to participate in our legal system "up close and personal."

■ Scheduling for Next Year

When Law Day is over, contact administrators and teachers at the end of the school year to make sure that Law Day is on their school calendar for the following year. This will eliminate calendar conflicts with other school activities. Once you've helped school people put on a successful program, your follow-up for the next year will be much easier.

Law Day 2002
Economy Pack for Schools



SAVE 42.5%

This Economy Pack for Schools gives you everything your volunteers will need to go into the classroom—handouts for the kids, mugs for the teacher, and tips for the presenter. Contains:

- ★ 2 packages of balloons
- ★ 25 Certificates of Appreciation
- ★ 2 Law Day posters
- ★ 4 mugs
- ★ 4 rolls of stickers
- ★ 4 packages of pencils
- ★ 4 copies of the booklet *Sure-Fire Presentations*

PC# 317-0313

A $155 value, it's yours for just **$95** package price

Opportunities at a Glance

Now that a wide-ranging group of lawyers, judges, and school people have agreed to participate in your community's Law Day celebration, the next questions are, "What will we do? What can we do?" There are countless good models that you can borrow or build on. All over the country, hundreds of thousands of people like you are involved with a myriad of Law Day activities.

The American Bar Association's Division for Public Education maintains a comprehensive website on law-related education at <www.abanet.org/publiced/youth/>. There you can find information about volunteer opportunities in education from kindergarten through high school, as well as links to state and national programs, publications, and resources. <www.abanet.org/publiced/lre/main.html> provides a comprehensive list of state and national programs, many linked directly to helpful websites containing materials and projects you can use in reaching out to student groups.

Other excellent national law-related education projects are:

- The Center for Civic Education <www.civiced.org/>
- Constitutional Rights Foundation <www.crf-usa.org/>
- The Constitutional Rights Foundation-Chicago <www.crfc.org>
- Street Law <www.streetlaw.org>

The following represents a snapshot of what legal professionals are doing to promote a better understanding of the U.S. legal system. The most successful participation involves being a consistent volunteer. One-shot activities are nice, but if lawyers want to really make a difference, they and their law firms should make a long-term commitment to a specific group of students or even an entire school.

Classroom Presentations

American Government Class
Lawyers can be resources for specific lessons. If the teacher can provide in advance appropriate objectives to be covered, the presentation will be that much more focused. Lawyers can talk to students about how laws are made and interpreted, and how the law affects their lives.

Business Law Class
Class-sponsored community events can include parents and community members and highlight attorneys discussing local legal issues and current events.

Law Class
Lawyers can help students understand the cases they are reading/studying.

With the popularity of so many legal-oriented TV shows, teachers can invite presentations from a variety of legal professionals, such as law enforcement officers and investigators.

Legal Science Class
Students learn basic constitutional principles and forensic science and participate in mock trials. Lawyers can serve as resource speakers and put on, write, and coach mock trials correlated with the curriculum.

Technology Class
State troopers and other officers can talk about the technology that law enforcement uses.

Life Skills Class
Young lawyers can speak and interact with students about what's happening with teens and the legal system and how teens can be better prepared for the "real world" once they turn 18.

Special Law Day/Law Week Activities

There are plenty of exciting opportunities for Law Day. A great resource is the "sample programs" section of <www.lawday.org>, which lists more than 100 models of good programs around the country. Here are just a few ideas.

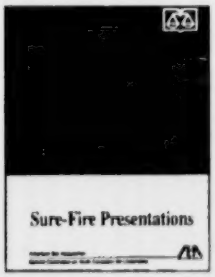
- On Law Day, run a newspaper ad listing lawyers volunteering to speak to students. Teachers will have already received law education materials. The newspaper ad is good publicity; a win-win situation for all.
- During Law Week, city attorneys or district attorneys can volunteer their time to speak to students about the court system and being a government lawyer.
- All grade levels can be offered Lawyers in the Classroom, where attorneys visit the school and speak for one hour.

Mentor/Job Shadow/Internships/Career Day

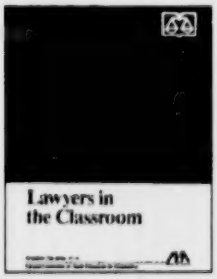
Great resources for mentoring opportunities and educating about careers are <www.americaspromise.org> and <www.jobshadow.org>. Here are some ideas for the legal community.

Lawyers can invite students to watch them try actual cases. Debriefings can be scheduled afterwards.

Law students can read with emerging readers on a weekly basis, as part of a course in literacy and law.



Sure-Fire Presentations
You've agreed to speak to a group—but what do you say? Try one of the presentations for any grade in this popular handbook.
PC# 497-0010



Lawyers in the Classroom
Tips and general advice for lawyers volunteering as classroom resource persons.
PC# 497-0008

See page 69 for both booklets.

Attorney alums can hire students in part-time positions.

Attorneys can volunteer time to mentor students at the legal magnet high school during lunch or student free time.

Lawyers can assist as mentors in the strenuous International Baccalaureate program for advanced students.

Lawyers can become e-mentors, keeping in touch with students by e-mail every week, explaining what lawyers do, legal career options, how understanding the law is important to the courses students are taking. Perhaps a firm can "adopt-a-school" to offer e-mentoring to its students.

The court system can operate an internship/mentorship program. The school-year program can assign students to mentors, enabling students to gain experience in various areas of law and the courts. Mentors advise students about the education needed to prepare for law school. This can be especially helpful for students who are disadvantaged economically and are interested in pursuing a career in the law.

Summer law intern programs can place high school juniors in law firms and corporate legal departments for eight-week paid summer internships. An attorney can serve as the intern's mentor.

The DA's office, another government legal department, or a law firm can operate an advisory council made up of two students from each school. The bar association can take these students to the state capital to meet with members of the three branches of government. Additional law firms can work with the students after school and for a Saturday symposium.

All-Day Law Firm Job Shadow—Half of the students can serve as jurors for a mock trial put on by the law firm's younger associates. The other half of the students can be given a legal question and shown how to find the answer in the firm's library. Once they locate the answer, they dictate a memo and present their point to the partner working with them. In the afternoon, they reverse the experience.

Mock Trials/Moot Court

Lawyers can present a general overview of the court system, help students prepare cases, offer advice, serve as mentors and coaches, work with teams refining their case strategy and courtroom skills, and fill other roles, such as judges.

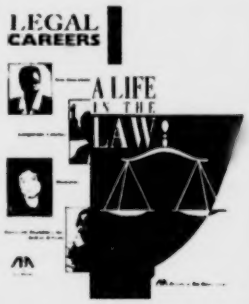
Attorneys can review mock trial cases and train new coaches in trial preparation.

Annually, attorneys can conduct a half-day "mini-trial skills course" for participants in the mock trial competition.

Special Events

In conjunction with Law Day, special events can include:

- Study visits to law-related institutions such as superior court or an appellate court
- Visits and tours of law firms
- Annual law-related essay and art contests
- Pre-adjudication programs. One such program, Save Our Streets, works with young people ages 13–17 who have been charged with weapon offenses. It is a 12-week program that educates young people in conflict resolution, juvenile rights and responsibilities, roles of juvenile justice professionals (specifically, police offices, judges, and lawyers) and effects of crime on the community and society at large. Lawyers serve as resource people, presenting lessons where their expertise is most useful, such as discussing the local laws about gun possession, self-defense, victims' rights, etc.



Legal Career Resources
Inexpensive legal career brochures (PC# 235-0035) *come in classroom sets, so you'll have enough for each student.* Life in the Law *booklet* (PC# 235-0036) *provides in-depth information.*
See page 69.

School-Based Competitions

Check out <www.lawday.org> for general guidelines on successfully promoting contests and conducting contests.

Law Day contests can encompass plenty of opportunities for student self-expression. Think about offering several types of contests and competitions to allow students of all ages to express their personal feelings while researching the facts.

Contests and competitions generate excitement about Law Day and provide a good way to recognize excellence among students, build Law Day awareness among the community, and strengthen the presence of the legal community. Such activities provide a win-win situation for all involved.

The Law Day 2002 theme of "Assuring Equal Justice for All" should help you come up with contests and competitions that reach students in classes such as social studies, art, speech, public speaking, English, and the like.

It takes work to keep student participation high in Law Day contests, as there are many organizations vying for such time. Consider the following checklist.

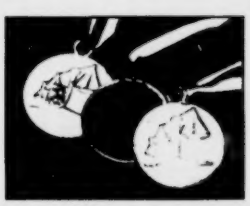
	Have You Considered the Following?
✓	**Theme?** Think about the Law Day theme. Remember when you were a student at this age. What kinds of things are of interest to students? How can their interests be related to the Law Day theme so as to build participatory interest? Keep your contest fresh. New ideas can capture the imagination of students.
✓	**Teacher Support?** Engage the classroom teacher. Teachers are always looking for relevant topics to use when making student assignments. If you can tie your contest or competition into an existing unit of study, so much the better.
✓	**Awards?** Cash prizes are nice but not always necessary. Certificates presented at a public gathering such as the Law Day luncheon or the annual school recognition event can be sufficient. Awards could be reflective of the contest. Consider an inexpensive camera for the winner of the photo contest. *All participants* should be acknowledged with a certificate of appreciation. With today's computer capability, it is easy to customize certificates. Everyone appreciates recognition.
✓	**Where to Display Entries?** Consider the extended benefits of recognizing the contest participants by displaying their work in prominent places where the community can view them, such as the city hall, courthouse, shopping mall, airport, state capitol, schools, law offices, and other public places. The winners' work could be displayed in local newspapers and on law websites. The winning artwork (photo, poster, or coloring) could be used as illustrations in local law publications.
✓	**Contest Judges?** You might involve members of the local bar to judge contest entries, but also consider a local photographer to judge the photo contest.

Some Actual Law Day Contests

Are contests and competitions worth the time and effort? Consider the following small sample of reports from last year's coloring, poster, photo, and essay Law Day activities.

The Patton Legal Center (Staff Judge Advocate, V Corps, United States Army Europe) established an essay contest for all high school students. Certificates were given to the top three winners and a $50 U.S. Savings Bond for the first-place winner. With the poster contest for grades 3–5, gold, silver, and bronze medals were given to the top three winners along with a $50 U.S. Savings Bond for the first-place winner.

The Maricopa County Bar Association (Phoenix, AZ) sponsored an essay contest for grades 7–9 for the ninth year. All entries in the photo contest, for grades 7–12, were displayed at the Arizona State Capitol, while the winners were published in the county bar association's newspaper and local law education website. All posters submitted for the poster contest for grades 4–6 were displayed at the Arizona Superior Court Law Library.



Olympic Style Medals
Special Law Day medals are a memorable award for top finishers in your contest.
PC# 317-0251

See page 65.

Programs at a Glance—Court-Sponsored Programs

2001 ACTIVITY AWARD WINNER

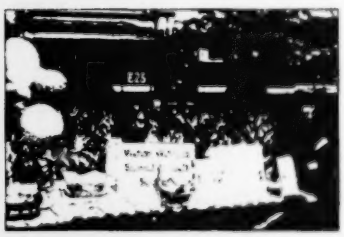
Napa Superior Court
Napa, CA

Contact: Tammy Glathe
glathet@napa.courts.ca.gov

Budget: $2,500

All schools in Napa Valley were invited to participate in a series of law-related competitions: a poster contest for grades K–6 and a photo or essay contest for grades 7–12.

On Law Day, nonprofit community and government agencies hosted 25 outdoor booths on the Courtyard Square. Each booth recorded an average of 100 people who stopped for further information. The event was fun and educational, providing important information about available programs for children. Publicity for the event included press releases and approximately 10,000 flyers in both English and Spanish.



Lake County Judges of the 19th Judicial Circuit
Waukegan, IL

Contact: Christopher C. Starck
cstarck@co.lake.il.us

Budget: Under $1,000

The Lake County judges provided a variety of programs designed to involve all students in Law Day activities. Invitations were sent to all schools in the county. Opportunities included:

- a coloring contest for the youngest students
- a poster contest for grades 4–6
- an essay contest for grades 7 and 8—"Are You Safe in Your School?"
- a photo and oratorical contest for high school students

In addition, high school students were invited to the courthouse for

- a tour of courts in session
- a tour of the jail
- a mock trial based upon an actual trial
- a mock reckless homicide sentencing based upon an actual case
- a presentation by the police crime lab, and
- a presentation by the detective division of the sheriff's department.

Essay Contest Ideas

What does equal access to justice mean to you? Is there any way to promote equal access to justice in your school?

Check out the Talking Points beginning on page 10 for ideas and topics that can be used with all types of contests and competitions. A few are highlighted here.

Research the development of the federal Legal Services Corporation. How did this agency begin? How does it try to meet the goal of "assuring equal justice for all"?

Research the development of the legal aid society in your community or state. How did it begin? How is it funded? How does it try to meet the goal of "assuring equal justice for all"?

Research how the private bar association in your area is responding to the need to deliver legal services to all. Does it have a *pro bono publico* program, where lawyers volunteer to take on cases for no fee? Does it offer lawyer referral?

How do other nations provide legal services to the indigent? What can we learn from their example?

Research and take a position on the following question: Should the government pay, and if so, how, for lawyers to represent poor clients in civil cases?

Research how the law came to require that the government provide lawyers for criminal defendants unable to afford them. Which constitutional amendments, laws, and legal cases were most important to the development of law in this area?

Group profiling—the singling out of persons of certain groups for increased scrutiny from authorities—is very controversial. Through the history of the United States, what groups have sometimes been singled out? Is this increased scrutiny useful or necessary? Is it constitutional? If it is done, how can we assure that it impinges as little as possible on our rights?

Photo & Poster Contest Ideas

Ask students to photograph (or draw) examples of "Assuring Equal Justice for All" in their school, their home, or their community. You can offer your own contest, with your own judges and prizes, or you can encourage students to enter the ABA's national Images of Freedom competition (see page 56). Or you can do both—offer your own contest and enter your winners in the ABA's national contest.

Have students create a poster that illustrates "Assuring Equal Justice for All."

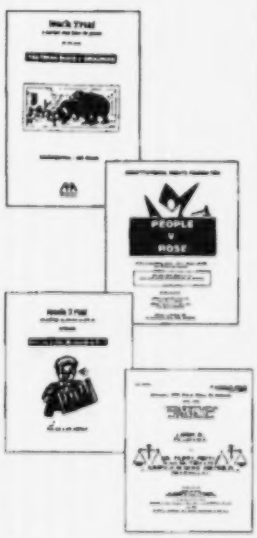
Ask students to create a poster montage that reflects America's quest for equal justice.

Have students design artwork suitable for a billboard, and purchase the use of the billboard to advertise Law Day events for the entire month.

Mock Trial Competition

In this option, teams of students prepare to try the same case. Select one of the sample cases provided by the ABA or other LRE projects. Cases are available for all grade levels.

Student teams may defend or prosecute. They enact the trial and are judged on the quality of their efforts. Lawyers can serve as coaches as students prepare. The trial could be enacted before a visiting attorney or judge. A panel of lawyers or judges could evaluate students' performances and conclusions afterwards. Mock trial competitions within classes could be followed by schoolwide competitions and between-school competitions.



Mock Trials for Every Grade
Check out the great civil and criminal mock trials for students from pre-school to high school. See pages 66-68.

Making the Connection in the Classroom

Here are some tips for lawyers, judges, law enforcement people, and anyone else from the community making presentations on Law Day or any day.

Before the Presentation

While you have the primary responsibility for presenting the activity, the teacher is crucial to the activity's success. Schedule a planning session with the teacher before the big day.

- Provide the teacher with a copy of your activity. Discuss not only the content of the activities but also the methodology you plan to use. Ask the teacher for advice as to the appropriateness of both the activity and the methodology. If the students have never participated in a case study or other type of simulation, it might be difficult to have a smooth operation. Solicit suggestions on how to ensure success.
- Work with the teacher to find a way to use students' names. Will there be a class roll, name tags, table tents, etc.?
- If your activity will involve moving students into groups, etc., ask for the teacher's assistance, in advance, as to the best way to divide the class into groups.

You may want to consider making an observation visit to the class, just to observe the normal class routine. During your observation, make note of the following.

- Is there a noticeable clock in the room that will allow you to stay on schedule? If not, make sure you bring a watch.
- How many students are there in the class? How will this number affect any interactivity you may plan?
- How does the teacher encourage orderly participation?
- How does the teacher involve all students?
- If you will be using visuals, will there be a place to display them?
- Will you need audiovisual equipment in your presentation, such as a VCR, television, screens, etc.? Will the teacher have access to such equipment on your scheduled day or will you need to provide your own?

On the Day of the Presentation

- Know and adhere to the school's policies regarding visitors.
- Arrive early, but don't interrupt the class. Be sure to allow for a few minutes to get organized.
- Dress professionally.
- Be friendly and be yourself. Consider meeting the students at the door and acknowledging them. If you have visited in the class before, they will recognize and acknowledge you.
- Have a dynamic opening to the presentation. Consider using a startling fact or question that will pull everyone's attention to you.
- Use language students can understand, but don't talk down to them.
- Avoid lecturing.
- Invite questions and ask questions as a way to get students involved. Never criticize a student's question. All questions deserve an honest response. If you don't know the answer, say so, and agree to locate the answer and get back to students.
- Try to involve as many students as possible.
- Be prepared for the unexpected. It is possible to get "off track" because of the interest and curiosity of the students. Encourage students' input and allow digression, but look for an opening to get the activity back on track.
- Don't get caught in the middle of a school discussion or dilemma. Don't take sides against the school. Always stress responsibility as well as rights when talking about the law.
- Watch the clock! Schools and students are very sensitive to the clock.
- Leave all discipline to the teacher.

After the Presentation

- Celebrate the success.
- Send a thank-you note, not just to the teacher but to the class.

Strategies for Teaching About Equal Justice for All

How to Give a Great Presentation at Any Grade Level

GRADES K–3 Strategy

Objectives

Students will

- Understand the steps in the mediation process
- Role-play the mediation process in a variety of situations.

Preparation

- Be sure to talk with the teacher in advance about this activity. Provide the teacher with an advance copy of the activity.
- Because role-playing situations are active, you will need the assistance of the teacher to make sure the lesson remains focused.
- To assist in the focused learning at this elementary level, you may want to take four sheets of 8 1/2" x 11" paper and print the individual mediation steps. (Sturdy cover stock paper may work best.) As you explain each step, you can tape the appropriate word to the board or flipchart. This allows for a constant reinforcement of the steps as you proceed through the role-playing. Consider leaving the pages with the teacher so that if problems or conflicts should arise in the classroom, the students can refer to the steps to mediate their problems. This is a nice way to have the Law Day activity continue throughout the school year.

Materials/Equipment

- Four 8 1/2" x 11" sheets with the following text printed in large, bold letters

  INTRODUCTION

  TELL THE STORY

  THINK OF SOLUTIONS

  REACH AN AGREEMENT

- Check on the classroom availability of the following
  - Board or flipchart and appropriate markers
  - Elementary dictionary

Title **The Mediation Process in the Primary Grades**

Time Required **30–40 Minutes**

Overview **Conflicts occur at all ages. In this activity, elementary students will learn and practice the steps in mediation as an effective way to solve their daily problems or conflicts.**

Introduction

Begin the class by introducing yourself to the students. As you do so, remember when you were this age and what you might like to know about other people.

Be sure to provide a very brief explanation of why you are in the classroom on this particular day. If you have an official Law Day poster, hang it where all can see it. You might consider saying the following, in your own words.

Today, throughout the United States, we are celebrating Law Day. This is a very special day. I believe it is very special because I work in the legal field and am very proud of the work I do. But, more importantly, it is special because it allows us to stop and think about our country, the United States of America, and the freedom we all share. It is special because this day provides us with an opportunity to talk about the laws that protect us and provide to us this very special freedom.

Get the students' attention by saying something like,

"Wow, the other day as I was passing the park, I saw two students, just about your age, in a fight. I could tell that something had happened that caused them to be really upset with each other."

Ask the students if they have ever been so upset with another person that they wanted to fight. Allow for only one or two responses. At this age, and on this topic, every student in the class will want to respond to your question.

Ask students how they usually solve their problems. If a board or flipchart is available, you may want to make a list of their responses.

Ask the students if they think the items on the list are the best way to solve a problem. Allow for a few responses.

Tell the students that you are going to share with them a special way to solve problems.

Print the word "mediation" on the board or flipchart. This is a pretty difficult word for this age level. Have the students repeat the word after you.

Ask if anyone can tell you what the word means. You might be surprised at the responses you receive.

If you have an elementary dictionary, consider turning to the word "mediate" and explain that to mediate means to solve a problem in a peaceful manner. It is very important that students understand the meaning of the word before you begin the process. From time to time in the activity, you will want to point to the word as a reminder of the definition and what the students should be learning.

Activity

Ask the students to raise their hands if they have tried to settle a problem between their friends. Many will raise their hands. Compliment the students on their good efforts. It is

not necessary to ask the students to relate any of their stories.

Tell the students that you are going to read them a short story and you want them to listen very carefully. Be sure that they are quiet and you have their attention. Read the following short story.

Two children were playing catch on the playground at recess. Pretty soon another child came along and asked to play. The two children said, "No! We don't want to play with you." The child who was left out cried and cried.

Ask the following questions. Because of time, with each question, allow for only one or two responses.

- Could this situation ever happen on your playground?
- How do you think the person who was left out felt?
- Was this a good thing to happen?

Point to the word "mediation." Tell the students you're now going to show them a way they can solve their problems in a peaceful way. Take the definition of the word a little further to prepare the students for their role-playing situation. Explain that mediation occurs when people involved in a problem talk with the help of another person, called a mediator, who helps them find a solution to their problem in a peaceful way.

Ask the students to raise their hands if they think they can act out the short story that you have just told them. Identify three students to act out the story. Have them come to the front of the room. Assign each student to one of the roles:

- two students playing on the playground, and
- one student that comes along and wants to play.

Tell the three students that as you read the short story, you want them to act the story out. Remind the rest of the students that they should watch carefully what happens.

Reread the story, line by line, and have the students act out the story.

Call time.

When the two students reject the third student, step in as the mediator and coach the students through the mediation process, by using the following steps.

STEP	ACTION	REASONING
1 Introduction	"Hello, my name is _____. What are your names? It seems like you have a problem here. Would you like me to help?"	The goal here is to put everyone at ease. The mediator does not make the decision. The mediator only facilitates helping the parties come to their own agreement.
2 Tell the Story	Ask each person to tell his/her side of what happened without interruptions from the other side.	The mediator does not take sides but listens as each person speaks.
3 Think of Solutions	Ask students for ideas about how to solve the problem. Suggested questions: ▪ What would have to happen for you to feel better about this? ▪ How could we solve this problem?	Ask for ideas and suggestions from the whole class, not just the students who acted out the story.
4 Reach an Agreement	Help the parties find a solution they can all live with or a compromise to resolve the dispute.	The goal here is to show students at this young age that there are peaceful ways to solve a problem or conflict.

Law Day Stickers
A great giveaway for elementary children.
PC# 317-0303

See page 60.

- Compliment the students on a great acting job and have them return to their seats.
- Point to the word "mediation." Using the pages you prepared with the mediation steps, tape each page to the board or flipchart as you explain what should be done at that step. To help the students remember the process, you might want to use the following simple visual effects.

STEP	VISUAL	EXPLANATION
Step 1: Introduction	Pretend to shake hands.	Put everyone at ease.
Step 2: Tell the Story	Make talking motions with your hands.	Allow each person to tell his/her side of the problem.
Step 3: Think of Solutions	Touch your head.	Everyone thinks about what can be done to solve the problem.
Step 4: Reach an Agreement	Give a "high five" sign or some other sign that students will recognize.	Decide on how you can solve the problem and make everyone happy.

- Ask if someone in the class would like to be the mediator. Identify three new students to role-play the same story. Again, read the story slowly, line by line, and have the students act out the story. Call time. Point to each mediation step to coach the mediator in the process, as listed above.

Reinforcement

- As time permits, use the following stories to continue to reinforce the mediation process. With each situation, identify teams of four students to role-play the story as you read. By repeating the process, the concept of mediation will be reinforced. With each role-play situation, remind the rest of the class to be very quiet and watch the role-play because you will need their help in identifying the mediation steps.

  Story 1: All the students are lined up to go to the library. Suddenly, one student at the end of the line charges up and gets in front of the line. The student at the front of the line does not like what this student has done, so he/she pushes the student out of the line. He/she pushes so hard that the student falls down.

  Story 2: The class is having "quiet reading time." One student is really enjoying reading his/her book. Another student sees that he/she is enjoying the book and wants to read the same book. That student goes over and grabs the book. The first student doesn't like someone grabbing his/her book and yells, "That's my book!"

Summary and Closure

- Review the steps in the mediation process.
- Remind the students that there is always a peaceful solution to their problems, but they must be willing to stop and listen to the other side.

Adapted with permission from "The Mediation Process in the Primary Grades," by the staff at the Washington State Office of the Administrator for the Courts (OAC). See other excellent elementary lesson plans at the website of the Washington State Bar Association, <http://www.wsba.org/lawweek/lessonplan/elementary.htm>.

Law Day Pencils
Colorful pencils are a perfect giveaway for school groups.
PC# 317-0206

See page 60.

Programs at a Glance—Bar Association Sponsored

2001 ACTIVITY AWARD WINNER

Law Month

Nevada County Bar Association
Nevada City, CA

Contacts: **Nanci G. Clinch**
nclinch@prodigy.net

Joseph J. Bell
attorney@bellslaw.com

Budget: **Overall costs not determined**

The Nevada County Bar Association is a small rural bar association with an annual budget of $2,200.00. Events such as Law Month succeed because of substantial contributions of both attorneys' time and program expenses. The month-long celebration included three distinct programs directed at various school-age groups. The first event was Kids in the Nevada County Courts, which brought 600 fifth grade students to the courthouse to attend five different sessions in the courtrooms. The second event brought approximately 90 people to a Law Day Luncheon to celebrate the award-winning essays from high school students on themes such as "Should video surveillance cameras be permitted on a high school campus?" and "What limits, if any, should be imposed on a student's free speech on campus?" The third event of the month was an actual appellate court session conducted at the school for about 250 Nevada County students. The Third District Court of Appeal session included the oral arguments in four actual cases.

Law Day 2001

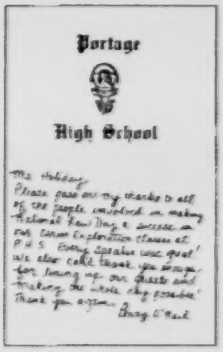
Porter County Bar Association
Valparaiso, IN

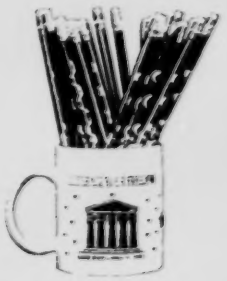
Contact: **Lois Jones Holiday,**
Lholiday@portercogov.net

Budget: **$632.80**

On Law Day 2001 members of the Porter County (Indiana) Bar Association volunteered their time to speak to students at five local high schools. This year, the Law Day celebration was greatly expanded. The previous year, 135 students were involved in Law Day. This year, 21 lawyers spoke to 20 classes, reaching 654 students plus 11 teachers. This increase can be attributed in large part to news releases being sent to all county newspapers, adding many additional classes to the Law Day celebration.

Each lawyer chose a topic of interest and explained how the legal system affects American children and adults. Topics included protecting the best interests of children in four types of civil cases, the death penalty, and whether five movie clips accurately depicted the legal system. Lawyers participating in the Law Day presentations represented diverse legal practices. Speakers included one judge, one law school professor, several current and past prosecutors, criminal defense attorneys, and civil (business, bankruptcy) attorneys. Their legal experience ranged from six months to 30+ years; 13 speakers participated for the first time.





Mug/Pencil Combo
Make everyone happy with this combination of a Law Day pencil for every student and a mug for the teacher. **PC# 317-0315**
See page 60.

BEST COPY AVAILABLE

GRADES 4–6 Strategy

Objectives

Students will

- Identify conflicts in their daily lives
- Understand the steps in the negotiation process
- Practice negotiating to resolve conflicts.

Preparation

- Be sure to talk with the teacher in advance about this activity. Provide the teacher with an advance copy of the activity.
- Because of the interactive nature of the activity and of students, you will need the assistance of the teacher to make sure the activity remains focused.

Materials/Equipment

- Board or flipchart and appropriate markers

Title **Negotiation**

Time Required **1 class period, 40 minutes**

Overview **Conflicts occur at all ages. This activity helps students understand conflict and introduces ways of resolving conflict. Students will discuss options for conflict and practice negotiation skills.**

Presentation

Introduction

Follow the first two steps in the K–3 activity.

Get the students' attention by asking the following very general questions. Don't get involved in a lengthy discussion.

- Have you ever had a disagreement with someone?
- How did it make you feel?
- Did you solve the disagreement or have you lost a good friend?

Ask the students, "Would you like to know of a way that you can solve a problem that will make not only you but also the other person pleased?"

Using the board or flipchart, write the word "negotiation" where all can see. Have the students repeat the word. Ask if anyone has heard this word before. Ask if anyone knows the meaning of the word. If you have a dictionary, consider turning to the word and reading the definition.

Negotiation = to have a discussion with another person in order to settle a difference

Explain that negotiation is a way two or more people can discuss a conflict and find a way to resolve it. Negotiation is one of the main ways we resolve legal disputes in this country, and it's a skill that most lawyers use frequently. It is not just an ordinary discussion but one that involves several very specific rules, such as:

- A negotiation does not involve anyone outside the conflict.
- The conflict is resolved when the people involved reach a mutual agreement, that is, an agreement that both sides like.
- The agreement will probably involve a compromise.
    - Explain that the word "compromise" means that each person will have to give up something that he or she wants in order to resolve the conflict.
- There may be many different solutions to a problem. But in a negotiation, it is only necessary to find one acceptable solution to settle the dispute.

Explain to the students that you are going to give them the opportunity to negotiate a problem. But to be successful, they will need to follow the rules. Using the board or flipchart, write each rule where all can see. As you write each rule, you might stop and ask the students what the rule means. Be sure everyone understands the process.

- *Decide* who will speak first (for example, by alphabetical order, etc.).
- *Allow* each person to tell his/her story about what happened.
- *Listen* to the other person, without interruption.
- Have each person tell what he/she is willing to do to come to an agreement.

Emphasize that two things are very important in the process of negotiation.

- *Listening.* It is important to listen carefully so that each side can understand the other's point of view.
- *Communication.* Each person must tell what he/she thinks and feels about the problem or conflict and *each person* must listen to the thoughts and feelings of the other person.

Activity
Explain to the students that you are going to tell them about a conflict and give them the chance to negotiate a solution to it.

Tell the students the following conflict scenario.

> *The Music Club wants to meet in Room 201 on Tuesday after school. The Computer Club also wants to meet in Room 201 on Tuesday after school. The two groups decide to try to negotiate an agreement.*

Divide the class into two groups. One group will be the members of the Music Club. The second group will be the members of the Computer Club. Encourage the two groups to move close together so that everyone in the group can be heard and can participate in the discussion.

Once the students have moved into their two groups, ask each group to follow the rules on the board or flipchart. Remind them that they will have five minutes to meet as a group. They should discuss the conflict and what their group would be willing to give up in order to solve it. Ask each group to identify one person to speak for the group during the negotiation time.

During this five minutes circulate between the two groups to help with the discussion. This is also a time when the teacher can assist to be sure the discussion remains focused.

Call time.

Have the two spokespersons come to the front of the room. Encourage the rest of the class to listen carefully. As you point to each negotiation rule listed on the board or flipchart, allow the two students to complete the negotiation process. Don't correct the two students at any time. Allow them to work through the negotiation steps. There will be plenty of time for discussion afterward.

Call time. Have the two students return to their chairs and compliment them on their willingness to negotiate.

Discussion
Involve the entire class in the debriefing by asking the following questions.

- Was an agreement reached?
- If an agreement was reached, what was it?
- Did the two group leaders follow the rules of negotiation?
- If not, which rules did they break?
- Could the group leaders have reached an agreement if they had not broken the rules?

During this class discussion, be very careful not to criticize the two group leaders. If there were any errors made, stress that these were errors in the process, not in the individuals. Emphasize that everyone should be willing to negotiate and that practice makes perfect.

Summary and Closure
Ask students to think about problems or conflicts they have had. Encourage them to remember the negotiation steps and use the steps whenever possible. The teacher can allow students to report to the class on their negotiation skills from time to time.

Remind students that we use negotiation all the time in our society. And negotiation is important to the law. Almost all contracts are the result of negotiation—the contract records the result of that negotiation. Writing down what the parties have agreed to will help them remember what they've promised to do, and the resulting contract can be enforced in court.

To reinforce the discussion on negotiation, ask the following questions.

- What is a conflict or problem?
- What is negotiation?
- How many people are needed to negotiate?
- When do we need to negotiate?
- Why do we need to negotiate?
- What are some negotiation rules?

Adapted from a strategy by Cindi Harrison first published in the ABA booklet, Resolving Conflicts.

Special Sale!
Cruiser Mugs Half-Off
While they last, Law Day travel mugs are half off. Order either the classic Law Day design (PC# 317-0208) *or a festive Celebrate Your Freedom design* (PC# 317-0275).
See page 63.

Programs at a Glance—Publications for Students

Many programs around the country prepare materials for students. Though distributed on Law Day, they're intended to help the kids for the long haul.

2001 ACTIVITY AWARD WINNER

Play by the Rules: Alabama Laws for Youth

Alabama Center for Law & Civic Education
Birmingham, AL

Contact: **Wade Black**
wadeblack@mindspring.com

Budget: **$469,000**

Play by the Rules is a program to teach Alabama law to young people and develop civic understanding and sense of civic responsibility. *Play by the Rules* centers around a 72-page manual of the same name. It covers Alabama law in a question-and-answer format and is distributed annually to every seventh grader in Alabama on or around Law Day. The student handbook is intended for middle school students in public, private, and home schools, incarcerated youth in the juvenile system, and youth in community settings such as scouting or church youth groups. The content is balanced and focuses on the law as it is actually written and enforced, and the curriculum in the teacher's guide provides multiple opportunities to teach both rights and responsibilities. Just as school handbooks explain what is expected of students at a particular school, *Play by the Rules* provides Alabama youth with a manual of the legal norms of society (laws) to which youth are expected to subscribe.

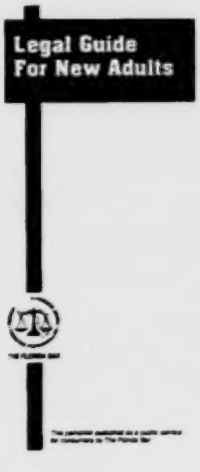
Legal Guide for New Adults Collaboration

The Florida Bar
Tallahassee, FL

Contact: **Pat Stephens**
pstephen@flabar.org

Budget: **$14,600**

This project combines resources from state government, the state bar association, and the local voluntary bar associations to provide vital information to individuals who become legally responsible at the age of 18. Since 1998, the Florida Bar and the Florida Department of Education have collaborated to educate the state's high school seniors about their legal rights and responsibilities. The *Legal Guide for New Adults* is a 24-page informational pamphlet that explains the privileges and legal obligation of new adults. It is distributed to every high school senior (130,000). Printing and substantive content for the project is provided by the Florida Bar, while the Florida Department of Education covers mailing expenses and mailing labels. The Department maintains the distribution list and contact information for each school.



GRADES 7–12 Strategy

Title Justice for All

Time Required 1–2 class periods

Overview **Students investigate how we provide (or do not provide) civil legal services for the poor in the United States. First, the students complete a personal opinion poll. Next, they identify cases for which they think the government should provide legal assistance. As a follow-up, they brainstorm guidelines to be used in determining who should receive free legal service and under what circumstances.**

Objectives

Students will

- Identify when a person is entitled to a free lawyer
- Examine legal implications of providing free lawyers in certain types of cases
- Draft a policy statement about when legal services should be provided for the poor.

Preparation

- Be sure to talk with the teacher in advance about this activity. Provide the teacher with an advance copy of the activity.
- Because of the interactive nature of the activity and of students, you will need the assistance of the teacher to make sure the activity remains focused.

Materials

- Sufficient copies of the following handouts
  - *Opinion Poll: Who Is Entitled to Free Legal Help?*
  - *Who Is Entitled to Free Legal Help?*

Presentation

Introduction

Introduce yourself, using the ideas in the first two points of the K–3 strategy.

Get the students' attention by asking the following questions. Watch your time. The idea is not to get involved in a lengthy discussion but rather focus on the topic of the activity.

- Can a person who is not represented by a lawyer achieve a fair result in court against a party who is represented by a lawyer?
- Can a person receive the "equal protection of the law" in court without a lawyer?

Activity

Distribute a copy of "Opinion Poll: Who Is Entitled to Free Legal Help?" to each student. Tell the students they have five minutes to carefully read each situation and decide by marking the appropriate box whether the government should (or should not) provide a free lawyer to the individual.

While the students are completing the poll, use the board or flipchart to create a score card that you'll use to tally the student responses.

Call time.

Take a hand count of the responses for each question. Record the results on the chalkboard or flipchart for all to see.

Once the hand count is complete, refer back to the questions. As you read each situation, ask for volunteers to provide a brief reason for their opinions. Remind the students that you are asking for their opinions and that soon you will share with them what actually happened in each case.

You can reinforce the student responses by asking the following questions.

- Should providing a free lawyer depend on
  - *how complicated* the legal matter is?
  - *the consequences* of the legal outcome?
- Can a person receive "due process" in court *without* a lawyer?

Discussion

Distribute a copy of "Who Is Entitled to Free Legal Help?" to each student. Explain that the handout discusses how the legal system views each situation. Encourage the students to compare their personal responses to the official legal response.

Divide the students into groups of five. Tell each group that its group represents a separate law firm.

Assign each law firm four to five of the situations outlined on "Who Is Entitled to Free Legal Help?" Handout.

Tell the students that they have ten minutes to discuss "within their law firm" what situations or cases their law firm will take and why. They should review each situation carefully, but they must take at least three clients. They should decide on one person to report their decisions to the rest of the class.

As the law firms are discussing, circulate around the groups to keep everyone focused on the task.

Call time.

Ask each firm to report its decisions. Be sure the reporters tell not only which cases but why.

Summary and Closure
Once all groups have reported, have each group come up with one rule or guideline that should be included in a policy statement to govern when and to whom free lawyers should be provided.

Using the board or flipchart, record the recommendations for providing a free lawyer to people. Once all groups have reported, get a consensus from all groups that these guidelines should be accepted.

In closing remind the students of the following.

- In the United States, the courts have ruled that the government must provide lawyers for persons accused of a crime who face a jail sentence.
- In civil cases, people who cannot afford legal help are not guaranteed the help of lawyers. There isn't enough money to provide legal services to the poor. The result is that civil legal services programs often cannot help all those who qualify.
- Many law firms will accept civil cases on a *pro bono*, "for the good," basis. They will handle these cases for free. Yet *pro bono* programs and government legal services cannot begin to help all the people in need.

Adapted from an article by Judith Ann Gold. The article first appeared in the ABA magazine, Update on Law-Related Education, *Fall 1994.*

Programs at a Glance—Making Teens the Centerpiece

Teens & the Law

Onondaga County Bar Association
Syracuse, NY

Contact: **Michelle Benjamin**
mbenjamin@onbar.org

Budget: **Approximately $500**

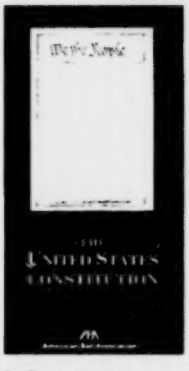
To be sure of meeting the community's needs, the Law Day Advisory Board made plans based on surveys completed by mock trial students and feedback from a countywide guidance counselors meeting. They targeted lessening teen crime by educating youngsters about laws and their consequences.

The monthly live "Attorneys On Call" television show focused on criminal and family law in relation to youth. Students from the county's Youth Court Program participated by asking questions that were of concern to them and other teens. Anticipated audience was 180,000 households.

A special youth-centered Law Day luncheon recognized and honored outstanding students in the poster, photography, and essay contests.

A Teen Law Line enabled teens to discuss legal issues with an attorney confidentially. Two attorneys, well versed in criminal and family law, answered the phone lines.

The *Teens and the Law* resource booklet has been distributed to mock trial participants, high school guidance counselors, and organizations such as the Boys and Girls Club. Contributors included attorneys, judges, police officers, students, and community leaders. Besides serving as a booklet, many of its pages can be posted as informational flyers.



U.S. Constitution (Pocket Edition)
Go right to the source. The complete Constitution, plus the Declaration of Independence and helpful commentary on the Supreme Court. **PC# 317-0033**
See page 62.

Student Handout

Opinion Poll

Who Is Entitled to Free Legal Help?

Directions: Read each statement and place an X in the column that best reflects your opinion.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. Marta hires a lawyer to sue Reginald for $5,000 that she claims he owes her. Reginald says that he does not owe the money and cannot afford to hire a lawyer to defend himself. The government should provide a free lawyer to defend Reginald.					
b. Mai's husband left her and their three children. He has hired a lawyer and is seeking custody of the children. Mai wants to keep the children, but she cannot afford to hire a lawyer. The government should provide a free lawyer to represent Mai.					
c. April is arrested for shoplifting. She has no money to hire a lawyer to defend herself. The government should provide a free lawyer to represent April.					
d. David is arrested for murder and has no money to hire a lawyer to defend himself. The government should provide a free lawyer to represent David.					
e. Roberto wants to sue his landlord for the $500 security deposit that the landlord kept when Roberto moved out of his apartment. Roberto cannot afford to hire a lawyer to represent him. The government should provide a free lawyer to represent Roberto.					
f. Carrie is a low-income person whose husband abuses her. She wants a court order to keep him away from her, but she cannot afford a lawyer to help her. The government should provide a free lawyer to represent Carrie.					
g. Arnold wants to prepare a will. He cannot afford a lawyer to draft the will. The government should provide a free lawyer to help Arnold with his will.					
h. Eileen is arrested for drunk driving. She has no money to hire a lawyer to defend herself. The government should provide her a free lawyer.					
i. Fiona is addicted to drugs. Child Protective Services, a state agency, took her children away from her because they say that she neglected them. Now the state wants to end Fiona's parental rights to her children. Fiona cannot afford to hire a lawyer. The government should provide a free lawyer to represent Fiona.					
j. Tim wants to divorce Tina, his wife of 15 years. He cannot afford a lawyer. The government should provide a free lawyer to represent Tim.					
k. A government that provides free medical care for low-income families should also provide them with free legal services.					

Who Is Entitled to Free Legal Help?

a. This suit is a private matter between Marta and Reginald. The government will not always provide a free lawyer in such a case. Marta's lawyer may have taken this case on a contingency basis. This means that her lawyer would receive a percentage of the amount recovered from Reginald rather than a set or hourly fee.

b. The government does not guarantee a free lawyer in divorce or custody cases. The government-funded legal services office in Mai's area handles custody matters and would probably take her case, depending on how busy the staff is. The staff must set priorities because of their heavy caseload. Mai would have to qualify under income guidelines and might have to wait longer than if she could hire her own lawyer.

c. Since April is accused of committing a criminal offense for which she could be imprisoned, she is entitled to a free lawyer to defend her if she cannot afford one.

d. David is accused of committing a very serious criminal offense (murder); therefore, he is entitled to a free lawyer if he cannot afford one.

e. In this case, Roberto could probably represent himself in small-claims court. Small-claims courts hear cases involving relatively small amounts of money, usually amounts under $2,500–$5,000. Most small-claims courts do not require lawyers, and many do not allow lawyers. The parties represent themselves. Filing fees are small, and the waiting period for a hearing date is usually short.

f. Carrie is not entitled to a free lawyer to help her get a court order protecting her from her husband. Many states, however, have advocacy programs that assist victims of domestic violence. Victim advocates help abused persons complete court filing papers and prepare them for court hearings.

g. Arnold is not entitled to a free lawyer to help him prepare a will. Some legal services offices can provide this type of service if Arnold fits within the income guidelines.

h. Eileen is entitled to a free lawyer since her offense, drunk driving, is one for which she could be imprisoned. If she qualifies under the income guidelines, the government will provide her with a lawyer.

i. If she qualifies, Fiona may be entitled to a free lawyer in this action that is challenging her parental rights. This is one type of civil case in which some states have held a person is entitled to a free lawyer.

j. Tim is not guaranteed a free lawyer. If he qualifies, he may be entitled to the assistance of a lawyer at a legal services office. If the office is very busy, this type of case would probably be a low priority. In many states, the divorce process has been simplified so that people can represent themselves.

k. Many argue that legal services are just as important as medical care, since equal access to justice is at the heart of our democratic form of government.

Programs at a Glance—Involving Resource People

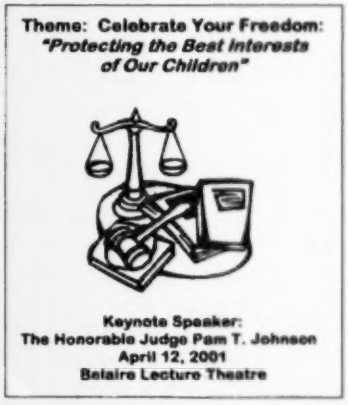
Law Day Conference 2001

Belaire High School Annual Law Day
Baton Rouge, LA

Contact: **Betty Wilkerson**
bwilkerson@ebrpss.k12.la.us

Budget: $900

The Southern University Law Center was instrumental in helping the Belaire High School Law Club conduct its Second Annual Law Day. Belaire Law Day teaches more than 100 high school students from seven schools about the legal community. After a speech by a judge, students participated in breakout sessions throughout the day with experts from the legal community. The day ended with Southern University Law Center students presenting an interactive skit entitled "In the Child's Best Interest," dealing with child custody and mediation. The high school students then had to decide who should receive custody of the children. The Southern University Law Center has agreed to adopt the high school's law program for the next year, providing the Law Club with services and help with projects and activities.


Theme: Celebrate Your Freedom:
"Protecting the Best Interests of Our Children"
Keynote Speaker:
The Honorable Judge Pam T. Johnson
April 12, 2001
Belaire Lecture Theatre

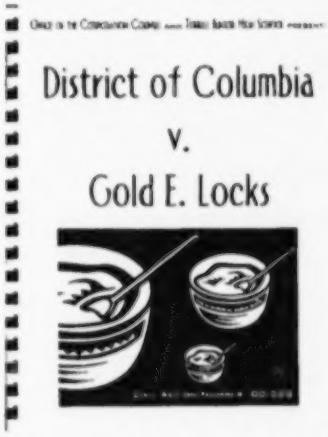
Mock Trial

Office of the Corporation Counsel
Washington, DC

Contact: **Henning Vent**
henning.vent@dc.gov

Budget: Approximately $300

The D.C. Office of the Corporation Counsel was the moving force behind this mock trial for junior high students in a relatively underprivileged neighborhood. The trial helped students learn about how the courts work and the roles that attorneys, judges, and court workers play. It gave young people a chance to have fun, while introducing them in a beneficial and nonadversarial way to the court and D.C. juvenile authorities. The case of *District of Columbia v. Gold E. Locks* was featured, in which defendant Locks is tried criminally for breaking and entering, trespassing, injury to personal property, and misdemeanor larceny.



New! **Educating the Public About the Law: Guide for Individual Lawyers**
New guide from the ABA gives lawyers plenty of ideas about how they can help public education programs from kindergarten to the senior center. Cost is $2.50, with bulk discounts available.

PC# 235-0204

GRADES 10–12 Strategy

Objectives
Students will

- Analyze a case study on the rights of children of undocumented aliens
- Identify the equal protection clause of the Fourteenth Amendment.

Preparation

- Be sure to talk with the teacher in advance about this activity. Provide the teacher with an advance copy of the activity.
- Because of the interactive nature of the activity, you will need the assistance of the teacher to make sure the activity remains focused.
- Ask the teacher to make sure, in advance, that students are familiar with a few basic vocabulary terms. Those terms include

Alien	Amendment
Deport	Education
Justice	Illegal Alien
Citizen	Constitution
Immigration	Legal Alien
Prejudice	Violation

- The activity suggests that students volunteer to read a paragraph aloud in class. The teacher is the best judge as to the appropriateness of having students read aloud. The teacher might designate specific students to read. The issue here is that you do not want to embarrass poor readers (or even non-readers) by asking them to read aloud.

Materials/Equipment

- Copies of the following handouts
  - Right to a Free Public Education? You Be the Judge!
  - Opinion A
  - Opinion B
- Check on the classroom availability of the following:
  - Board/flipchart and appropriate markers
  - Dictionary
  - Globe or World Map

Title The Right to a Free Public Education? You Be the Judge!

Time Required 1 class period

Overview **Do people who are not citizens of the United States have rights under the Constitution? This activity allows students to discuss whether all children in the United States, citizens or not, should be provided a free public education.**

Presentation

Introduction
Introduce yourself, using the ideas in the first two points of the K–3 activity.

Get the students' attention by telling the students that if they are like the majority of Americans, they are descended from aliens.

Write the term "alien" on the board or flipchart. Ask if someone can give a definition. After several have responded, open the dictionary and provide the official definition.

- An alien is a person who is in the United States but is not a citizen of the country.

Remind students that at some point in the past, most of our ancestors came to the United States from other countries and were therefore aliens.

If there is a globe or map in the classroom, point to your family's country or countries of origin. Ask if one or two volunteers can point out the countries from which their ancestors came. Watch the time. The purpose is not to get involved in a lengthy map discussion but to have everyone focus on the topic of the activity.

Activity
Tell the students they are going to study a U.S. Supreme Court case that was decided in 1982.

Explain that the case is about educating children of "illegal" aliens. Ask if anyone has ever read anything about this topic. Allow a few minutes for input.

Tell the students that since they now know what an alien is, they should know what an illegal alien is.

Guide them to understand that an illegal alien is a person who has come into this country without permission of the government. Illegal aliens may have entered the country without "checking in" at the border, or they may have entered legally but stayed longer than they were supposed to.

Explain further that undocumented or illegal aliens may be deported, or made to leave the country, unless they can prove that they would be subject to persecution if they returned to their own country.

Distribute a copy of "Right to a Free Public Education? You Be the Judge!" to each student. Based on advice of the teacher, either ask for volunteers to read a paragraph at a time or read the article aloud yourself. Encourage the students to listen carefully.

When the reading is completed, ask the students to look at the second column and review the facts of the case. This will serve as a good reinforcement for the content.

Check for understanding by asking the following questions.

- Why did Texas pass this law?
- Why didn't the children of illegal aliens go to school after the law was passed?
- Why did the parents file a lawsuit?
- What did they want? Why?

Discussion
Divide the class into two groups. Allow a few minutes for the students to move into their groups. Distribute the handout "Opinion A" to the first group and "Opinion B" to the second group. Tell the students that you will give them a few minutes to read the page and once they have finished reading, you need volunteers from each group to answer the following question.

- What is the issue in this case? Or, in other words, what must the court decide?

(Answer) The issue is whether the Texas law excluding children of undocumented aliens from free public schools is constitutional, or does it violate the equal protection clause of the Fourteenth Amendment.

Call time.

Ask for a few volunteers from each group to tell what the courts must decide. After you have allowed several to speak, compliment the students on their understanding of the case.

Have the students decide whether they agree with Opinion A or Opinion B and why they agree with that opinion.

Poll the students as to which court opinion they agree with by a show of hands. Tell the students that they should not try to guess what the U.S. Supreme Court decided with this case, but try to select the opinion with which they personally agree.

From the show of hands, divide the class into groups of no more than five students each. Try to construct the groups with students of like opinions.

- Tell the students that they have 10 minutes to work within their groups to identify each argument in their opinion. Tell the students that they are free to add arguments that support their case, even if those arguments are not contained in the opinion.
- Each group should assign a recorder to write down the group's ideas and a spokesperson to report the arguments to the class.

Before the groups begin, make sure that everyone understands the assignment.

While the groups are working, circulate among the groups to answer any questions and keep the groups focused on the assignment. This is also a time when the teacher can assist with an orderly discussion.

Call time.

Begin the discussion of the case by asking one spokesperson from Opinion A group to give one of its arguments. Next, ask a spokesperson from Opinion B group to respond to the argument given for Opinion A. As the arguments are given, write them on the board under the appropriate heading, Opinion A or Opinion B.

- Continue the discussion, ensuring that students from each group have a chance to contribute. Invite the spokesperson to provide additional input.
- When the arguments have been exhausted, congratulate the students on their thinking skills.

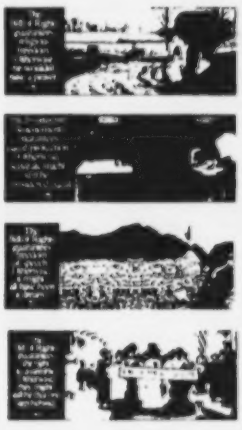
Summary and Closure
Ask the class to identify which opinion was that of the U.S. Supreme Court. Tell the students that the Supreme Court decided this case in 1982 and held that the Texas law was unconstitutional.

- The majority opinion is reflected in Opinion B. The Court explained that it was especially concerned that these children would be forever "second-class citizens" without an education. The vote was 5-4.

Allow time for a question-and-answer wrap-up.

Note: Legal developments since *Plyer v. Doe* provide an opportunity to continue the discussion if time permits. In 1994 California voters passed Proposition 187, the so-called Save Our State Initiative. It denied illegal aliens the right to receive a free public education, as well as other benefits. A lawsuit was filed immediately challenging the Proposition, and most of the Proposition was declared unconstitutional by a federal court. The ruling struck down the provisions of Proposition 187 that involve determining who has legal immigration status and who does not, including those that bar out-of-status immigrants from using state education services. The judge held that immigration matters are in the jurisdiction of the federal government, not the states: "The state is powerless to enact its own scheme to regulate immigration," the judge held.

Adapted from a teaching strategy by Margaret Fisher that first appeared in the ABA booklet Resolving Conflicts.



Bill of Rights Poster Series
Make the Constitution come alive with these dramatic posters.
PC# 468-0035
See page 62.

Right to a Free Public Education?

Plyer v. Doe, 457 U.S. 202 (1982)

The Law and History of the Case

Concerned that high numbers of children of undocumented aliens were attending the state's schools, the Texas legislature passed the following law:

> Tex. Educ. Code Section 21.031. Only children who are citizens of the United States or legally admitted aliens and who are over the age of five years and under the age of 21 years on the first day of September of any scholastic year shall be permitted to attend the public free schools of the district in which he or she resides.

A lawsuit was filed on behalf of the illegal alien children. The lawsuit claimed that the law was unconstitutional because it violates the Fourteenth Amendment of the U.S. Constitution.

The relevant part of the Fourteenth Amendment provides:

> No state shall ... deny to any person within its jurisdiction the equal protection of the laws.

The United States Supreme Court has long held that aliens, or noncitizens, are entitled to equal protection under the Fourteenth Amendment. In 1885, in *Wick Yo v. Hopkins*, 118 U.S. 356 (1885), the Court held that the Fourteenth Amendment was violated by a San Francisco laundry-licensing ordinance used to discriminate against Chinese who owned laundries, while white laundry owners were granted licenses. In later cases, the Court held that laws discriminating against aliens must be examined under the "strict scrutiny" test, under which a law discriminating against aliens is unconstitutional unless the state can show that it serves a compelling, or very important, purpose or need.

Facts

- The increase in population caused by illegal immigrants from Mexico has created problems for school districts, partly because of the special educational needs of those students, such as English as a Second Language classes.
- School districts are financially strained by the large number of children of illegal immigrants.
- The Texas law has the greatest impact on a small group of alien families who have immigrated to the United States permanently, although illegally.
- Many undocumented alien children continue to live in the United States for years, and some eventually marry citizens.
- Without an education, the children—who are already disadvantaged because of poverty, lack of English-speaking ability, and prejudice—are likely to become permanently part of the lowest social and economic class.
- A large number of illegal aliens live in Texas. Their presence is largely tolerated, and their employment is even welcomed. However, they are often subject to abuse or exploitation.
- Evidence at the time of trial shows that illegal aliens underuse public services and contribute their labor and tax money to the local economy.

Right to a Free Public Education?

Opinion A

The law that excludes undocumented alien children from attending the free public schools of this district is constitutional. The law does not prevent the children from attending school, only from attending school for free.

A state should not have to pay to educate children present illegally in the state because the federal government does not properly enforce our immigration laws. States have no power to enforce immigration laws and control the borders, nor to deport aliens. Those powers belong to the federal government only. If Congress will not pass laws or allocate funds to properly patrol our borders, states should have the right to protect their budgets by passing laws like this one, to keep illegal immigrant children from attending our schools for free.

Persons who have entered this country illegally are not entitled to other benefits the state offers, such as welfare and food stamps. The right to an education is not a fundamental right. Since the aliens have no right to be here in the first place, the state and school district do not have to provide a free education for these children.

Providing a free education to children of undocumented aliens will only encourage more illegal immigration. This will burden the economy of the state. The school district must act to protect its financial security in the face of an increasing tide of illegal immigrants. The undocumented alien children put a great burden on the school system because of their special needs.

Since many of these children will not remain in the United States, they will not have the chance to put their education to productive use here.

Right to a Free Public Education?

Opinion B

The Texas law excluding undocumented alien children from receiving a free public education is unconstitutional. The law violates the Fourteenth Amendment of the U.S. Constitution because it unfairly discriminates against undocumented school-age children.

Public education is key to maintaining our basic institutions and democratic system of government. Education also provides the basic tools to make a productive living in our society. The inability to read and write will handicap a child every day of his or her life. No child can be expected to succeed in life without a basic education. Therefore, education must be provided on equal terms.

The children of illegal aliens are not responsible for their presence here. It is unfair to use a parent's misconduct in coming here illegally to deprive the child of an education. No child is responsible for his or her birth. To punish a child for a status that he or she has no control over is unjust. Nor is it going to keep the parent from illegally entering this country.

Most undocumented aliens enter this country to look for work, not to get a free education for their children. This law will have no impact on the amount of illegal immigration. It will only punish innocent children.

Programs at a Glance—Court-Sponsored Programs

Law Week 2001

United States District Court
Los Angeles, CA

Contact: **Lydia A. Yurtchuk**
Lydia_yurtchuk@cacd.uscourts.gov

Budget: **$500**

The court offered a three-hour program presented six times during the week. In all, about 350 students participated. Each program, held in the host judge's courtroom, consisted of

- short presentations by the judge and various court personnel;
- either a mock trial based on the "Jack and the Beanstalk" fairy tale, with the students performing the roles and being the jury, or a private tour of the judge's chambers;
- a K-9 demonstration by the U.S. Marshal Service, and
- a tour of the marshals' control center and lock-up area.

Superior Court of California, LA County

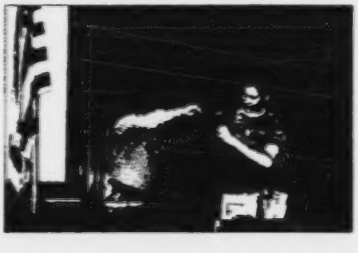
Girl Scouts of the San Fernando Valley
Alhambra, CA

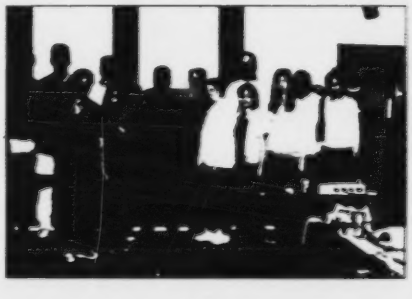
Contact: **Ruth Goziker Pollack**
rgoziker@lasc.co.la.ca.us

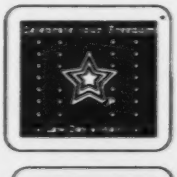
Budget: **$8,500**

How do nearly 1,200 people come together at a courthouse and have a great time? A creative way is to attend the Girl Scout Law Day at the Superior Court of California, Los Angeles County. Over 80 professionals, from all aspects of the legal community, came together to teach Girl Scouts about the court system.

The Brownies (grades K–3) attended sessions in conflict resolution and fingerprinting, a narcotic dog demonstration, and a tour of the lock-up facility. The Junior Girl Scouts (grades 4–6) attended a conflict resolution session, participated in fingerprinting and a mock trial, viewed the court's award-winning website, and toured the lock-up facility. The Cadette Girl Scouts and Senior Girl Scouts (grades 6–12) attended a discussion on juvenile and traffic laws and a variety of law-related career sessions and also toured the sheriff's helicopter.







Mouse Pads
Keep Law Day on everyone's desk with bright Celebrate Your Freedom mouse pads. Pads have a soft fabric surface and a rubber foam base.
(star) PC# 317-0278
(courthouse) PC# 317-0302

See page 63.

How to Reach the Community

Involve the Whole Justice Community

This year's Law Day theme of "Assuring Equal Justice for All" enables you to reach a wide variety of people in your community. Of course, achieving justice is a major goal of bar associations, law enforcement agencies, and courts, but it is a deeply held value of all Americans as well. You can use this Law Day to work in concert with a number of groups that pursue equal justice. Explore reaching the public on Law Day by putting on programs with

- legal services providers, including legal aid offices, public defenders, the Legal Services Corporation, and state offices funding civil legal services
- *pro bono* programs at law firms
- prepaid legal service plans
- youth courts
- mediation and arbitration programs
- minority bar associations
- civil rights groups of all kinds, interested in assuring that courts and the American system of justice are free of bias
- court observer groups
- justice system/court improvement groups, such as Justice or Futures Commissions in many states, Citizen Justice Conferences in various states, judicial outreach programs, indigent defense symposiums, Reinventing Justice projects, and the like. Access the website of the National Center for State Courts, specifically, <www.ncsc.dni.us/ptc.htm> for a complete database of activities in every state
- civic groups such as the League of Women Voters
- community foundations interested in court and justice issues.

With the help of these groups, Law Day planners can fashion outreach programs that help the public understand this year's theme, including the issues surrounding equal justice, the progress that has been made, and the role of the legal community and the public in bringing more improvement. Many of these groups have newsletters, conferences, meetings, websites, and other means of reaching the public, making outreach all the easier.

Don't Forget the Broader Community

Successful Law Day programs expand their audiences by reaching out to all areas of their community. Seek out churches, seniors groups, community-based organizations, and advocacy or ethnic groups that might bring a new perspective to your program. Involve others in your community early on in the planning stage to be sure your program matches a specific community need.

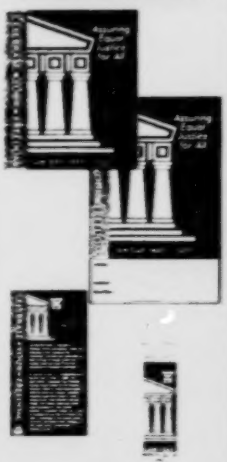
Brainstorm ways to tailor your program for a different audience. Select a new location or community event and test your project ideas. Be sure to critique your handout materials as well. Are they user friendly or full of legal jargon? Could they be translated for the non-English-speaking people in your community? Look for fresh ideas and new ways to reach those who can benefit most from your efforts.

Resources on Courts and Justice

A number of great websites can give you plenty of help in putting on programs on courts and equal justice for all. The list below is just a sampling:

- *The ABA's Office of Justice Initiatives is a clearinghouse of court improvement efforts of all kinds: <www.abanet.org/justice>.*
- *The National Center for State Courts has posted state-by-state information about efforts to bolster public trust and confidence in the justice system: <www.ncsc.dni.us/ptc.htm>.*
- *The ABA Judicial Division has begun a "Judges Network" program, an effort to harness the power of successful judicial outreach efforts across the country. The development of the Judges Network and its website <www.abanet.org/jd/judgesnetwork> offers the opportunity to make a difference in your community and to share your best practices with a national audience. If you've incorporated judges or the courts in your Law Day events and would like to share your success stories, please access the "Help Us Build" page of the Judges Network website.*

Law Day 2002 Display Kit



SAVE 25%

Save! Save! Save! with this economy package of *Celebrate Your Freedom* display items.

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Courts Key to Reaching Public on Law Day

All over the country, courts are trying to change both the way they have traditionally operated and the way the public perceives them. Of course, courts have always striven to assure equal justice and have always tried to improve, but in recent years the pace has quickened.

Courts are now more user friendly, more juror friendly, more accessible. They want to tell the public about these changes. You, as a Law Day planner, have outreach vehicles that will help them do just that. It's a marriage made in heaven.

Make sure the courts are represented on your planning committee. The public information officer or the court's education specialist would be a good choice.

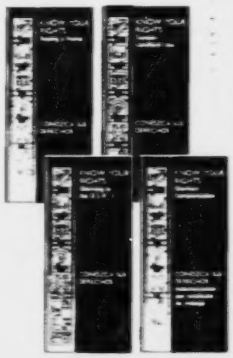
What do the courts in your community want to tell the public about? Have a look at the following list. For every yes, there's sure to be a way to work it into your Law Day program.

	Are Your Courts Offering the Following?
✓	**Speakers Bureaus?** Many courts have programs that bring judges face to face with the public, speaking at meetings of service clubs, community groups, religious groups, and senior centers. Make sure everyone on your committee knows that speakers are available and how to request them.
✓	**Brochures and Other Materials?** Many courts have produced written materials—often simple brochures—on everyday law and court procedures. Many have translated them into other languages as well. Have these available at all your Law Day public presentations.
✓	**Education for Jury Pools?** Most courts have programs to educate jurors as to their important civic duties. Law Day programs can further this work. In Dallas, during Law Week, Dallas Bar Association members speak to jury pools about the importance of citizen participation in the legal system. In Genessee County, Michigan, Law Day observances include "Juror Appreciation Day," honoring jurors who have served and helping the public understand the importance of jury duty.
✓	**Court Internet Sites/Kiosks?** Some courts extensively use computers to help people obtain information and understand the legal process. ■ Often this is done through the court's website, which can contain user-friendly information for jurors and the general public. Sometimes courts use the Internet to lower the cost of access to the justice system, as, for example, by permitting people to access and download forms online. If your court has such a site, link it to your Law Day site, so that the public can better understand their access to justice and the courts can receive needed publicity for the good work they do. ■ Another way computers are used to provide information for the public is through interactive kiosks at the courthouse. People can get information on a wide range of legal matters, including how to pursue certain minor matters on their own. An alternative is to have an information booth staffed with helpful court personnel. If your court is beginning or expanding such a service, make it one of the centerpieces of the Law Day observance.
✓	**Public Forums?** Court Improvement Commissions and similar groups dedicated to bettering our system of justice often sponsor public forums, at which a wide variety of experts and non-experts explore problems and solutions. Explore holding one or more forums on Law Day to highlight the important issues and raise the profile of the commissions and of Law Day itself.
✓	**Self-Help Programs?** These can assist self-represented litigants in civil law and traffic infractions. Some court-sponsored programs especially stress family law. Some have self-help centers off site (such as at a law magnet high school, with students doing intake). Some have mobile self-help centers, with brochures and help for people on forms and court procedures. Though self-help programs are controversial and may not serve the cause of equal justice in all circumstances, they do represent one approach to the problem of limited legal assistance. If your court is active in this area, you can use Law Day to help inform the public about this alternative.

Liberty Bell Pin
24K gold-plated pin, embellished with "Law Day" in red, white, and blue enamel
PC# 317-0079

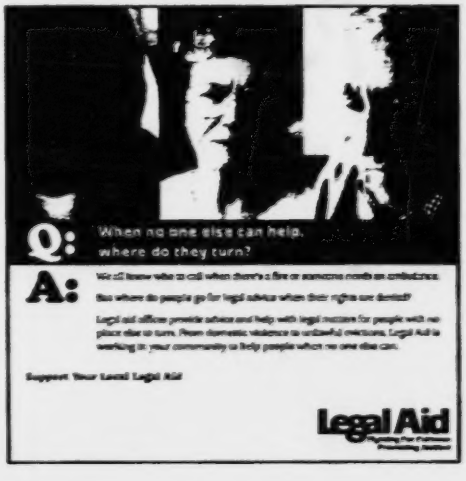
See page 65.

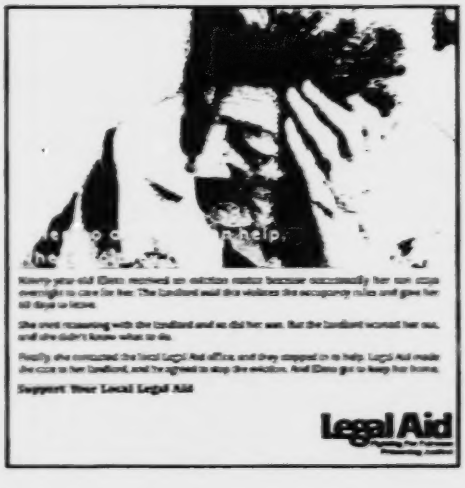
	Are Your Courts Offering the Following?
✓	**Court Public Service Announcements (PSAs)?** Some courts have gone beyond brochures to produce TV or radio PSAs that try to demystify what they do. If your court has produced such resources, be sure to incorporate them into your outreach efforts.
✓	**Bilingual, Bicultural Staff, Materials?** Some courts have made an effort to deal effectively with the needs of diverse communities, including providing interpreters when necessary. If your courts have taken some of these steps, make sure they're highlighted in your outreach to these communities.
✓	**Information Fairs?** Courts can take the lead in offering "information fairs," at which government agencies and nonprofit groups can have booths explaining what they do and how they can help the public. Such a fair was one of the centerpieces of the 2001 award-winning Law Day celebration of the Napa (California) Superior Court.
✓	**CASA Programs?** Court Appointed Special Advocates (CASA) are volunteers from all backgrounds who are appointed by judges to advocate for the best interests of abused and neglected children. These programs are a great way to show how the public can contribute to justice. See the Law Day planning guide of the Wisconsin Courts <www.courts.state.wi.us> for tips on how to set up such a program in your community.
✓	**Meet the Judges?** These programs have been popular for many years. They typically enable a panel of judges to meet directly with the public. These sessions enable judges to learn citizens' concerns and answer their questions. Sessions are sometimes taped for later showing on television. They fit Law Day perfectly.
✓	**Court Tours?** Many courts offer regular tours, especially for school groups. This is a great opportunity for a Law Day program in which judges, volunteer attorneys, spouses of attorneys, and other community volunteers who are trained as docents take school children through the court. It can go beyond this, too. In Ventura County, California, attorneys can also volunteer to help out the courts' "Take the Courthouse to the Schoolroom," a program in which attorneys go into the local middle and high schools and talk about the justice system, the role of attorneys, etc.
✓	**Mock Trials?** Many courts cooperate in school mock trial programs. Judges often speak to kids about court procedures and arrange for the trials to take place in actual courtrooms. This is a natural for Law Day—and a great photo op for your publicity.
✓	**Videos?** Many courts have produced educational videotapes to disseminate information on everything from child custody mediation to the effect of DUI on victims and families. These can be a big help to your Law Day outreach efforts.
✓	**Child Care?** In an effort to make courts more user friendly, courts sometimes set up child-care facilities for litigants and jurors. Some Law Day programs, like one operated by the Orange County Bar Association in California, organize Law Day toy drives for the child-care room. Child-care facilities are a photo op for the court and for Law Day this year.
✓	**Diversity/Anti-Bias Programs?** Many states have set up programs to increase diversity across the legal system. In a related initiative, states have set up commissions or task forces to address issues of bias in the justice system. Both of these are directly relevant to the equal justice theme of this Law Day and could help the public understand how courts and the legal profession are pursuing justice.
✓	**Off-Site Court Sessions?** Court proceedings don't have to take place in courthouses. In a number of states and localities, such as Nevada County, California, courts have held special sessions in schools and other nontraditional venues. This alternative helps bring legal proceedings closer to the people and provides many law-related education opportunities.
✓	**Alternative Dispute Resolution?** ADR programs, such as mediation and arbitration, can make dispute resolution quicker and less expensive. Court-mandated mediation exists in family law and other legal areas. If your court or bar association actively promotes ADR, Law Day can help members explain their programs to the public.



Spanish-English Brochures
Practical law information on important topics, with complete text in both languages. *See page 70.*

	Are Your Courts Offering the Following?
✓	**Media Outreach Programs?** Courts have programs that use diverse media to reach the public. Options are cable TV, radio programming, and more. All of these tools can convey the equal justice message.
✓	**Encouraging Settlement Programs?** The United States District Court for the Central District of California encourages settlements for *pro se* litigants. Volunteer attorneys are available to represent the litigants for the limited purpose of a settlement conference. The court also has a program designed to encourage the fair, speedy, and economical resolution of cases. It allows parties to submit their cases to an impartial attorney settlement officer. If your court has programs along these lines, this Law Day is an ideal time to publicize them.
✓	**Bench-Bar-Media Conferences?** The Central District is also holding a new media day, designed to help the media cover high-profile cases and court-sponsored community events. Topics include access to documents, media access in court, court contacts, etc. Courts doing such programs have also prepared guides for reporters covering the courts and have devoted a section of their website to information for the media about the court.





Opportunities at a Glance

Here are some quick ideas on getting the word out about the need for affordable legal services, as well as some long-term programs your organization could establish and announce on this Law Day.

Media Tools about Legal Aid

The National Legal Aid and Defender Association (NLADA) has put together Communications Tool Kits that are a natural for Law Day this year. Based on public opinion research, the kits contain plenty of tools to help the legal community communicate effectively with the public and target audiences. Access <www.nlada.org/News/News_Education> to find more about the kit's many components, such as print public service announcements, fact sheets, talking points, PowerPoint presentations for community groups, sample press releases, and more.

Websites for the Public

Setting up a website is an inexpensive way to reach the public with information about the free and low-cost legal services available in your community, practical law information for the public, links to other helpful sites, and more. Or you may wish to link to existing sites and publicize this new service. There are plenty of models out there. Check out these sites: <www.abanet.org/legalservices/public> <www.lawhelp.org>, and <www.nwjustice.org/>

Paperweight
Looking for a striking Law Day gift or thank-you? Handsome paperweights are surprisingly affordable.
PC# 317-0292

See page 65.

Make Youth Courts Part of Your Law Day

In youth courts and teen courts, which are rapidly gaining in popularity all over the country, students sentence their peers accused of minor offenses in the school or community. These efforts show great promise in fighting delinquency, and a major effort, funded by the federal Office of Juvenile Justice and Delinquency Prevention, has created training materials designed to help projects grow and improve (see sidebar).

Youth courts aren't mock exercises; they are legally binding. In most youth courts youth offenders voluntarily choose youth courts, as an alternative to the juvenile justice system or a disciplinary office. Typically, they have admitted culpability and are referred to youth court for sentencing, though some courts determine whether the respondent is guilty.

All the students involved—students serving on the court, defendants, and others—learn a great deal about how the law works, court procedures, and principles of balanced and restorative justice.

This growing phenomenon fits perfectly with Law Day this year. These courts rely heavily on the volunteer help from lawyers, judges, and others in the community. They offer plenty of opportunities for young people and adults to participate, giving them an up-close view of how courts and the justice system work.

If your community has—or is developing—a youth court, this is a great opportunity to involve the court in Law Day. The court benefits from a higher profile and the chance to recruit more volunteers. Your Law Day program benefits from a first-rate educational experience that offers roles for kids and adults.

Here are some ideas about how Law Day programs and youth courts can work together.

IDEAS

- Use Law Day to recruit attorneys to train new student participants for youth court. Attorneys can provide information about law and the legal system, as well as teach the different roles in the courtroom and provide guidance on how to ask questions. If full trials are to be held, lawyers can help students learn how to examine witnesses and make opening and closing statements. Continuing Legal Education credits can be provided for the attorneys.
- Law Day can sponsor or cooperate in a youth court lecture series, where local attorneys facilitate ongoing training on various topics, such as sentencing philosophies and options.
- Law Day is an opportunity to conduct programs with existing youth court participants. Lawyers can assist in a wide variety of ways: training adults, coaching teen attorneys with weekly hearing preparation, and serving as judges for the actual cases. Through Law Day, attorneys can be recruited to serve as local coordinators for their courts.
- Law Day can help youth court programs get recognition in the wider community. By highlighting such programs under the "equal justice for all" community outreach, Law Day can strengthen existing programs and stimulate beginning new programs.
- Show your support of youth courts by recognizing youth court volunteers at a Law Day luncheon or other Law Day function.
- Have the youngsters who work in youth courts put on a demonstration at your Law Day events—maybe a youth court mock trial.

Youth Court Resources

- *The National Youth Court Center—<www.youthcourt.net>—has an excellent website offering ideas on training volunteers and links to youth courts around the country.*
- *The ABA Division for Public Education is a clearinghouse of information on youth courts. E-mail <publiced@abanet.org> or call 312-988-5735. Download their* Technical Assistance Bulletin on Youth Courts at *<www.abanet.org/publiced/youth/tab17.html>*
- *A new instructional package for youth courts helps begin and improve programs. Topics include the American justice system, balanced and restorative justice, and conducting a hearing, among many others. Materials include an* Instructors Guide *and manuals for youth court volunteers in the following four models: Adult Judge, Youth Judge, Tribunal, and Peer Jury, as well as the videotape* Changing Lives: America's Youth Courts. *Call 800-285-2221 and ask for product code* PC# 497-0104P *($45.00). The video is available separately for $25.00. Ask for* PC# 497-0106 *at the above phone number.*

New! **Sports Bottle**
Sturdy bottles feature this year's striking art. Perfect for Law Day fun runs, golf outings, bike-a-thons.
PC# 317-0301

See page 63.

Domestic Violence Programs and Equal Justice

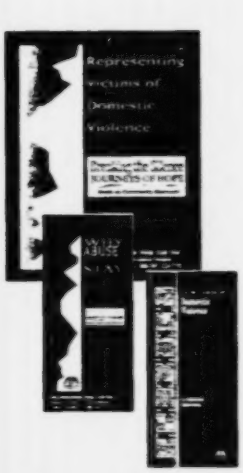
Educating the public about domestic violence is a natural for Law Day. Domestic violence is a huge problem, but the legal community has responded with strong new programs. The response to domestic violence touches on many of the larger issues of assuring equal justice, such as affordable legal assistance and efficient courts, and so fits in well with this year's theme.

Breaking the Silence
JOURNEYS OF HOPE

New Domestic Violence Resources

Even if your bar association or community group has already developed strong education programs about domestic violence, you might find your outreach strengthened by a new video, shown on PBS in October 2001 and now available for showings to community groups. Breaking the Silence: Journeys of Hope *is a penetrating examination of the pervasiveness of domestic violence in our society, the efforts that are being made to combat it, and the lives of women who have made the difficult but liberating journey from the desperation of victims to the hope of survivors. The ABA has produced materials to accompany presentations, including brochures and a facilitator's guide.* *See page 70 for more information on ordering the video and materials.*

If you're planning programs on domestic violence, begin by finding information about the needs of battered victims and children. The sidebar giving more information on domestic violence lists websites that can give you general information and help you get in touch with local organizations. In particular, every state maintains a coalition against domestic violence. The National Coalition Against Domestic Violence maintains a listing of state coalitions that can be accessed from its website at <www.ncadv.org> or by calling 303-839-1852. Make sure you touch base with the domestic violence shelters in your community, which will be able to tell you about the specific needs of the people they serve.



Resources on Domestic Violence
The ABA has produced brochures to help your public outreach about this important topic. *See page 70.*

Here are some of the programs you can put on.

■ Offer *Pro Bono* Legal Help for Victims
Battered victims and their children need legal help, and *pro bono* services are an excellent way to get it to them. Volunteer lawyers and paralegals can teach victims how to obtain an order of protection, or they can do it as a service for them.

■ Adopt a Shelter
Volunteers from your group can assist with grant requests and other legal matters, as well as provide legal representation for the shelter's victims.

■ Hold a Legal Clinic
Besides direct legal help with domestic violence issues, victims appreciate information and help about how to deal with some of the other legal matters in their life. Victims may need help with landlord/tenant issues, for example. If victims have been forced out of their apartment by their spouse or partner, they need to know their legal rights as a tenant. If their credit is being abused by a spouse or partner, they need to know about their options under the laws of credit and bankruptcy. If their job is threatened because of absences, they need to understand the protections they may have in the law of the workplace.

■ Provide Education on Law and Domestic Violence
The entire community could benefit from educational forums on domestic violence. The law is deeply involved in all domestic violence issues, and the public needs reliable, up-to-date information from your group.

You might schedule presentations for the general public, for those at risk from domestic violence, or for those such as social workers who work with victims. Here are some questions/topics that you might address in presentations. It is, of course, not necessary to use all these questions in a discussion. Nor should these prepared questions prevent you from exploring other questions of interest.

Much of what you'll say depends on the response to domestic violence in your community. This is your opportunity to tell the story of your community's new programs to make legal services and the courts more available to domestic violence victims.

Explaining the Law's Response to Domestic Violence

- How is the legal system in your community dealing with the complex social problem of domestic violence?
- Is the legal system becoming more accommodating to the needs of domestic violence victims? If so, how?
- Are there expedited services for victims? Has obtaining an order of protection been made easier? Is there a court dedicated largely or entirely to domestic violence cases?

Law Enforcement

- Have law enforcement officers in your community been sensitized to the complexities of domestic violence?
- For police officers, domestic violence calls are among the most dangerous. They are walking into an unknown situation, in a home where children are often present, with a good likelihood that weapons are involved and that at least one person is injured. What special procedures do police follow in such cases?
- Is there an expedited warrant procedure in place?

Legal Representation

- Advocating for victims. Are there programs in place to help lawyers for domestic violence victims learn to be effective victims' advocates? Advocates can and should advise victims on safety plans, legal options, and other relief that's available. But for reasons of safety and emotional recovery, the victim must decide if, when, and how she will leave the abusive relationship, as well as whether she will disclose information to authorities.
- Prosecuting cases. There are enormous pressures on victims not to follow through on cases. Often the victim does not want to testify. Are prosecutors allowed to make their case without the victim? Are there procedures to allow the victim to testify with as little stress as possible?

Sentencing Perpetrators

- Do courts in your community strive to find sentences that will keep the perpetrator from coming back to court? How can we understand and control the actions of perpetrators? How can we end domestic violence?

General Questions/Topics

Understanding Victims' Needs

- Why do abuse victims stay? For someone unfamiliar with abusive relationships, this is one of the most difficult questions. Raise it to provoke reflection on the dynamics of abusive relationships and the many obstacles to leaving that abuse victims face. Some obstacles include fear of retaliation, sense of isolation, cultural or religious beliefs, and economic insecurity.
- Who can help? Options include law enforcement officers, domestic violence advocates, and family members. Perhaps they can give victims the extra push they need to leave their abusive relationship. At the same time, the decision as to if, when, and how to leave must be left to the victim.
- For a general audience, the focus could be on what to do if you suspect a family member, neighbor, or friend is a victim of domestic violence. Be careful to emphasize that decisions must ultimately rest with the victim and that domestic violence situations are extremely volatile and potentially dangerous.
- Does your community have enough spaces in shelters? Does it meet the needs of dependent children? How does it deal with the economic instability that is an immediate challenge faced by many survivors of domestic violence after they leave their relationship?
- What resources are available in your community? What resources are still needed? What are some strategies for developing additional resources and support? This is a good opportunity to get the group thinking about ways in which they could encourage their elected officials and community leaders to address the needs of domestic violence victims. Audiences with more experience on the issue might focus

Facts About Domestic Violence

- *500 people—women, children, and men—call the National Domestic Violence Hotline each day.*
- *There is a 75% increased risk of being killed or suffering serious injuries when a victim leaves her partner.*
- *Only two of seven women—and two of ten children—who need shelter can find it in America.*
- *Most shelters can allow women to stay for only 30 days after they leave their abuser.*
- *Women experience a 72% decline in buying power during the year after they leave their abuser.*
- *The majority of boys between 12 and 18 incarcerated for murder are there because they killed their mother's abuser.*

Law Day Magnets
Refrigerator magnets are an inexpensive way to keep Law Day in everyone's line of sight.
PC# 317-0298

See page 60.

on specific obstacles they have encountered and how collaboration, public advocacy and outreach, integrated services, or new strategies might better address the needs of victims.

Ending the Cycle of Violence

- Emphasize the severe and long-lasting effect of domestic violence on children. How might your schools and your community address the problem of violence in homes and elsewhere? What are the implications of a failure to address the effect violence has on our children? This line of questions is a good way to open up discussion on a problem that connects domestic violence with other representations and acts of violence elsewhere in our communities. It is also a good way to again encourage the audience to think about actions that could be taken locally to assist in the struggle to fight violence in, for example, homes, schools, and the media.
- Whether or not children have been physically assaulted in an abusive household, they are almost certain to have experienced psychological assaults. Exposing children to domestic violence increases the risk that they will in turn perpetrate or tolerate violence in their adult relationships. How can we best address the needs of children who have grown up in abusive households?
- Has your community established appropriate counseling techniques or support systems for children who have experienced domestic violence? Do you have systems in place to detect physical or emotional signs of abuse in children and initiate appropriate intervention strategies if abuse is suspected?
- How might our criminal justice system respond to the needs of the boys who use violence to protect their mother from an abuser? Is incarceration likely to end the cycle of violence that the boys have already begun to perpetuate?
- Judges in domestic violence cases strive to find sentences that will keep perpetrators from returning to court. Obviously, the type and severity of the sentence vary according to the severity of the perpetrator's actions. In general, however, what sentencing options does the legal system currently offer for perpetrators who are found guilty of lesser offenses? What alternative sentencing options might be developed?

Where to Turn for More Information

You'll find more information on domestic violence on the following websites:

- ABA Division for Public Education <www.abanet.org/publiced/domviol>
- Department of Justice, Violence Against Women Office <www.ojp.usdoj.gov/vawo/>
- Family Violence Department of the National Council of Juvenile and Family Court Judges <www.nationalcouncilfvd.org/>
- NOW Legal Defense and Education Fund <www.nowldef.org/>
- National Coalition Against Domestic Violence <www.ncadv.org/>
- Resource Center on Domestic Violence and Child Protection and Custody <www.ncjfcj.unr.edu/>

Presentation Tips

- *Plan ahead, but stay flexible. Remember that last-minute complications can always occur, and you should develop an alternate plan.*
- *If you're showing the* Breaking the Silence *video, make sure you've had an opportunity to screen the video and read through the facilitator's guide in advance of the program.*
- *Make sure that you understand the needs of the audience, including its background and particular areas of experience or interest.*
- *Be sure to leave enough time (at least 30 minutes) for discussion after the presentation.*
- *Be willing to let the audience pursue discussion in unanticipated but potentially meaningful directions.*
- *Pay attention to time, and pace the discussion so that you can explore several issues.*
- *Convey your own commitment to the subject.*
- *If dealing with a large group (more than 12 people), you may find it useful to break it up into smaller groups for discussion. Circulate among the small groups and conclude by asking them to share their thoughts with the other groups.*

Liberty Bell Plaque
For information on ordering the Liberty Bell Plaque (PC# 317-0023) *or other special awards see page 65.*

How to Reach the Media

What better way to reach people than through the media? Many Law Day programs partner with newspapers or electronic media to educate students and the public about the legal system.

- In South Bend, Indiana, the *South Bend Tribune* ran a Law Day ad that listed the attorneys who had agreed to speak in school classrooms. Everyone considered the publicity as a win-win for all involved.
- In Washington, Pennsylvania, the Washington County Bar Association maintains a Writer's Bureau, composed of attorneys who agree to write law-related articles for the local newspaper.
- In Ventura County, California, the bar association's public education committee has developed a "Q & A on Law" weekly column in local newspapers, written by volunteer attorneys. The committee produces a biweekly television program called "Law Talk," which airs on local cable access. Videotapes of these programs are then made available to the court's self-help centers and to public libraries throughout the county.
- Many Law Day programs throughout the country that include essay and poster contests have the winning projects published in the local newspaper.

Joint efforts like these don't just happen. You have to have a good working relationship with the media to have a single guest editorial or a series of articles published in the newspaper or a 30-second public service announcement or 30-minute show broadcast by a local station.

Law Day should not be the only time the media hears from you. Work towards building a year-round relationship by offering your organization as a valuable resource for information. Let editors and reporters know that they can contact you when they need expertise on interpreting developments in the law. If you publish guides on topics such as rights for seniors or home buyers, be sure members of the media receive a copy to file for future reference.

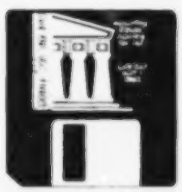
Don't overlook the power of the media when trying to grow your Law Day program. In an effort to generate more school responses, the Porter County Bar Association in Valparaiso, Indiana, sent a news release to all county newspapers, describing the activities that were going to take place on Law Day and providing a telephone contact number. Three newspapers, with a combined circulation of over 100,000 people, ran the release. As a direct result of the news release, additional classes were added to the Law Day schedule, representing 240 additional students.

Sparking Media Interest with Special Events

Some Law Day activities can involve multiple media opportunities. In Napa, California, the Napa Superior Court hosted a culminating activity—a showcase program for agencies and groups that serve children—to highlight the theme of Law Day 2001 and also to build community awareness of the law. The court sent letters to 42 nonprofit community and government agencies, asking them to provide information booths around the courthouse square. Twenty-five booths were staffed for the event. Press releases were issued to all local newspapers and radio stations. In an effort to get the word out, nearly 10,000 flyers, in both English and Spanish, were sent to schools and community agencies and posted on the court's web page. The event was a huge success, with each booth visited by an average of 100 people. Many agencies have already expressed interest in participating in this year's event.

To coordinate such an event, develop a list of all media outlets, including print, television, and radio. Try to learn the names of the assignment editor and a reporter. Contact the assignment editor and explain the event. Don't hesitate to request a particular reporter if one has given exceptional coverage in the past. Have a press packet available.

If you anticipate your program may attract exceptional media coverage, be prepared with adequate space reserved for television cameras and, if possible, a quiet area where a reporter could conduct an interview. Have a specific volunteer on the alert to greet members of the media, give them a press packet, and put them in direct contact with targeted individuals for interviews.



Law Day Disk
Camera-ready art and talking points for Law Day 2002 help you reach the media.
PC# 317-0314
See page 63.

Tips on Reaching the Media

1. When news breaks, reporters need help quickly in putting together a story for their audience. If they know they can always turn to you for timely assistance, newspapers and stations will be much more likely to help you publicize your events.

2. Research all the media outlets in your area, including the weekly newspapers, specialty and ethnic outlets, cable TV, and a wide variety of radio shows.

3. Reach the key people at each media outlet. To compile your own list of names and titles, call smaller papers and ask for the publisher or editor. Getting the right contact names at a larger paper depends on what you want to accomplish. If you want to place an op-ed article or guest commentary, you might try the editorial page editor. If you want an event covered by a reporter, ask for the city editor, assignments editor, or legal affairs reporter. You can ask for a columnist or feature writer who has included information on community events of other organizations and might be receptive to publicizing your activities.

   At a TV or radio station, ask for the assignment editor, the producer of a talk show, or an on-air personality who might be receptive. Your members may have their own contacts who can help you access local media.

4. Oftentimes, ask-a-lawyer events will receive publicity throughout the day with live segments from the area where lawyers are taking calls. Significant TV coverage like this, however, takes a lot of planning since TV schedules are set well in advance. Talk about the value of providing access to free legal advice and try to get station officials to commit to live coverage early in the day so that the public can take advantage of the day's events.

5. Awards ceremonies are great photo opportunities and a terrific chance to get publicity. More than 200 bar associations present annual Liberty Bell Awards to an individual in the community for outstanding public service. Student contests, such as an essay competition, debate, or poster contest, offer the media a wide range of appealing features and images.

6. Don't forget the power of good works. Law Day planners around the country have coordinated blood drives, food drives, toy drives, even clothes and shoe drives. In some areas, lawyers have donated their time to cleaning up and painting a blighted area. Softball games and fun-run proceeds often go to charities. To raise funds for the local Legal Aid Society, the Palm Beach County Bar sponsors a poker run, with lawyers, judges, and members of the general public riding motorcycles to various sites to collect poker cards. The event is fun for the members and will get publicity.

7. Leave no stone unturned in advertising Law Day activities. Your calendar of events or information on special activities can be sent to schools and libraries, as well as the media. Compile a liaison mailing list that includes someone from every large firm in town, the public interest agencies and government offices, minority and specialty bars, law clerks, court officials, librarians, paralegals, and law schools. Liaisons should receive mailings every month so that they can notify friends and co-workers of upcoming events and recruit volunteers.

Kids depict 'Protecting the Best Interests of Our Children'

Law Day Porcelain Mugs
Add patriotism to your morning brew. 11 oz. cobalt blue or white porcelain mugs have striking Celebrate Your Freedom Law Day imprint.

PC# 317-0299B (blue mug)
PC#317-0299W (white mug)

See page 60.

52 BEST COPY AVAILABLE

Remember to take slides of the events that can be used by TV stations in next year's PSAs.

Writing a Press Release

- **Be sure your press releases include the basic who, what, when, where, and why in the first or second paragraph.**
- **Write in short sentences that get to the point fast.**
- **Include a contact person's telephone number on the release and make sure that number is staffed during business hours.**

Sending News Releases

The fact that your group is having a Law Day luncheon is not news—unless you've lined up a great speaker with big name recognition. The media might be interested, however, in more photogenic events, such as a special naturalization ceremony or a mock trial at an elementary school.

Send a one-page release to the newspapers and radio and TV stations at least two months ahead of your event. Include a contact name with a phone number that is staffed during the day. Follow up with a phone call a month before the event to remind them of the event, offer to answer any questions, and ask if they are planning on covering the event.

Alert others to the fact that you are inviting the media to come. Most schools have restrictions on photographing or videotaping children.

Don't take it personally if the media do not show up. A fast-breaking local news story can pre-empt an event you worked months to produce. Have someone on hand who can take quality photographs or a professional videotape of the event, and contact the media the next day to ask if you can submit it to them along with a story.

Submitting PSAs to the Media

While releases are sent to the newsroom, public service announcements or PSAs should be sent a month in advance of the event to the community calendar department of local stations and newspapers. PSAs briefly spell out who, what, when, and where in one or two sentences. Stations record them in advance or have an announcer read them over the air, and newspapers can include them in a calendar of events.

Most stations will only use PSAs that are 10 seconds long, although you can also submit a 20- or 30-second version. Practice reading your copy out loud at varying speeds to allow for different announcer styles.

If you have the equipment to record a high-quality video or cassette tape of your PSA, the station may use it. Slides from last year's event can be combined with an audio recording. The station may choose to have an announcer read it on air or include it in a listing of other calendar events, however, so always submit the script with a tape.

Using Proclamations to Raise the Profile of Law Day

One of the best ways to give Law Day more impact is to have your governor, mayor, or other official "proclaim" it. Use the sample on the next page as suggested language for the official you approach, or adapt it to fit the emphasis of your program. It's a good idea to start the process early, using whatever personal contacts you or others you know might have, and be persistent as the request works its way through channels.

A public signing of the proclamation is a good photo opportunity and provides another way for the key Law Day planners or partners to build early awareness and get the recognition they deserve.

•LAW•

New! Law Day Visor

Unique white cotton sun visor has the word "law" embroidered in blue. Makes a great giveaway at Law Day fun runs or golf outings—and don't forget that today's kids love visors too.

PC# 317-0304

LAW

Law Day Cap

Tell the world what you're loyal to. 100% heavy cotton twill khaki Law Day hat features embroidered word "law" in blue.

PC# 317-0277

See page 63 for both products.

LAW DAY PROCLAMATION

LAW DAY 2002

When we recite the Pledge of Allegiance of the United States, we celebrate our nation's commitment to "liberty and justice for all." As Americans, we are proud of our heritage of liberty under law. We know that the rule of law safeguards our rights and our precious freedoms.

But how close do we come in practice to the ideal cut in stone over the entrance to the United States Supreme Court: "Equal Justice Under Law"? Do all Americans have equal access to justice? Are the scales too often weighted against those who can't afford legal services? Do we have "justice for some and injustice for the rest"?

Law Day this year—with its theme of "Assuring Equal Justice for All"—is an opportunity for all of us, in government and the private sector, to look at our efforts to make equal justice a reality, and to work together to reach that goal.

For more than 100 years, America's charitable institutions and foundations, its lawyers and its courts, and countless others have worked to bring equal justice to as many people as possible.

Law Day 2002 is an opportune time to recognize the work of those who try to make courts accessible and justice equal.

- Legal aid offices providing legal services to those unable to afford them
- *Pro bono publico* programs, under which private lawyers accept worthy cases at no fee
- Lawyer referral programs that help people find appropriate legal services
- Public defender programs that provide legal services to criminally accused persons unable to pay for their own defense
- Court programs designed to inform the public about laws and legal procedures, provide interpreters for those who need them, and generally make courts accessible.

We appreciate the efforts of these professionals who represent those in need. We celebrate their success stories, such as

- helping domestic violence victims find safety and win their legal rights
- helping the elderly who are in desperate need
- helping children and teenagers who need guidance and protection.

Much has been done in recent years to "level the playing field" and give more and more Americans an equal chance at justice.

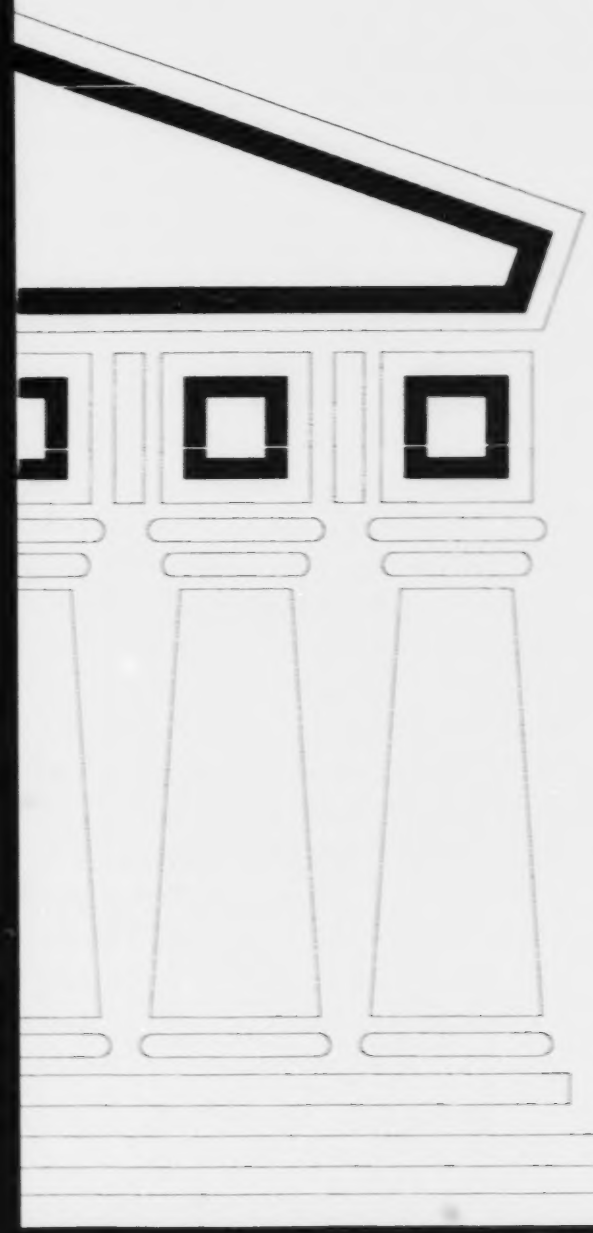
But Law Day is also a reminder that we have much work left to do. Let us take this opportunity to renew our efforts. Let us offer greater support to those who work daily to provide legal services to those who most need them. Let us dedicate ourselves to improving our courts and our justice system so that we will truly have "justice for all."

NOW, THEREFORE, I _____,

_____ of _____, do hereby proclaim Wednesday, May 1, 2002, as Law Day. I urge the citizens, schools, businesses, and media of _____ to use this occasion to dedicate ourselves to providing equal justice for all.

IN WITNESS WHEREOF, I have hereunto set my hand this _____ day of April, in the year of our Lord two thousand and two, and of the Independence of the United States of America, the two hundred and twenty-sixth.

Be a Winner and Enter the...!



2002 Law Day
Recognition Awards and Competitions

Awards will be given for Outstanding Law Day Activities, Speeches, and Photos.

A chance for national recognition for Law Day programs, Law Day speakers, and student photographers

Activity Awards
Law Day Programs winning will

- be honored at a special presentation at the ABA Mid-Year Meeting
- receive a gift certificate for the Law Day Resource Catalog
- be featured in ABA's national publicity effort and the *ABA Journal*
- be included in next year's Law Day Planning Guide

For more information, see the entry guidelines and form on pages 52–53.

Finch Speech Awards
Speakers winning will

- receive a cash award
- be honored at a special presentation at the ABA Mid-Year Meeting
- be featured in ABA's national publicity effort and the *ABA Journal*
- be included in next year's Law Day Planning Guide

For more information, see the entry guidelines and form on pages 54–55.

Images of Freedom Photo Competition
Students ages 12–18 winning will

- win such prizes as U.S. Savings Bonds, an encyclopedia, a dictionary, and Law Day gift packs
- be honored at a special Law Day presentation in Washington, D.C.
- have their photos exhibited at libraries and museums nationwide
- be featured in ABA's national publicity and in next year's planning guide

For more information, see the entry guidelines on page 56.

See last year's winners on pages 57–58.

Assuring Equal Justice for All

Outstanding Law Day 2002

Activity Awards

Statement of Purpose: The awards program showcases effective Law Day activities and lets us share these models with others throughout the country. Tell us about your outstanding Law Day activities that expand the public's understanding of the rule of law and appreciation of the positive role law plays in our society.

Awards: Winners will be honored at a special presentation at the ABA Mid-Year Meeting in February 2003, in Seattle, Washington. As a winner, you will receive a credit of $100 toward purchase of Law Day materials. Your winning entry will be prominently featured in the ABA's national publicity, the *ABA Journal*, and next year's Law Day Planning Guide.

Eligibility: All organizations conducting Law Day 2002 activities are eligible, except American Bar Association entities and organizations that have won a Law Day Activity Award in the past three years.

Entries: All entries must include four copies of entire entry set (collated), including

1. **Entry Form** (signed original and three photocopies)
2. **Activity Narrative** (not to exceed 750 words) demonstrating how each of the selection criteria was met
3. **Supporting Materials,** if any, such as newspaper articles about your activity, letters of support and thanks, etc. (not to exceed 15 pages on 8 1/2" x 11" paper)
4. **Work Products,** if any, including
   - materials such as videotapes for schools or the public or transcripts for original mock trials
   - photos of bookstore/library/school displays, exhibits of winning posters/photos
   - handouts for the public and for students
   - posters and any other educational materials developed by the program

Sorry, we can't return entries.

Selection Criteria: Entries will be judged on

- Extent to which the activity expands public awareness of the rule of law
- Extent to which the activity highlights the theme of "Celebrate Your Freedom—Assuring Equal Justice for All" (see page 4 of this planning guide)
- Extent of outreach to communities and schools (public impact, including number of people reached by each activity and media coverage)
- Extent and effectiveness of partnerships formed among community groups, schools, and legal organizations
- Quality, innovation, and effectiveness of approach
- Extent to which activities have the potential to extend their impact beyond Law Day (e.g., planned follow-up activities, integration into ongoing school or community-based law-related education activities)

(NOTE: All activities will be judged with respect to the size of their budget so that activities with larger budgets do not receive competitive advantage over those with smaller budgets.)

Deadline: Entries must be **postmarked by June 11, 2002,** to be considered. Send four (4) collated copies of each entry set to

Law Day 2002 Outstanding Activity Awards
ABA Division for Public Education
541 N. Fairbanks Ct., 15th Flr. (15.3)
Chicago, IL 60611-3314

Or fax to 312/988-5494
Or e-mail to <abapubed@abanet.org>

For information, call 312/988-5735.

Check List

- ☐ Entry Form, signed original & 3 copies
- ☐ Activity Narrative, 4 copies
- ☐ Supporting Materials, if any, 4 copies
- ☐ Work Products, if any, 4 copies

Outstanding Law Day 2002

Activity Awards Entry Form

Enter & WIN!

Postmark Deadline: June 11, 2002

Please complete all items on this form and return via fax or mail. You may download the form from our website. Be sure to include four copies of the narrative describing your activity, supporting materials, and work products (if any) by **June 11, 2002**. Refer to guidelines on the facing page to ensure that you are meeting all requirements.

1. Contact Information Please indicate below the individual who is your contact for further communications (awards notification, next year's Law Day Planning Guide, etc.):

Name _____

Title _____

Organization _____

Address _____

City _____ State ____ Zip_____

Phone Number _____

Fax Number _____

E-Mail Address _____

Website Address _____

2. Activity Information

A. Activity Name _____

B. Date/Duration of Activity _____

_____

(e.g., Law Day, Law Week, or longer; please specify)

C. Target Audience(s) (please specify number of people reached and composition of audience(s) _____

_____

_____

D. Activity Summary On a separate sheet, provide a brief summary (no more than 100 words) of your activity. Please make sure this summary highlights your activity effectively, as it will be used for our promotional materials.

E. Overall Budget _____

F. Main Sponsor (if any) _____

G. Cooperating/Co-sponsoring Organizations (if any)

_____

H. Activity Narrative (four copies) Please include, on separate sheets of paper, a description of your activities (no more than 750 words). Remember to say how what you did met each of our selection criteria.

I. Supporting Materials (four copies) You may also include up to 15 pages of additional materials to help us evaluate your activity, especially regarding its impact upon the public. Examples are clips showing media coverage, letters, testimonials, etc. Please submit these materials on 8 1/2" x 11" sheets.

J. Work Products (four copies) If you wish, you can also submit four copies of key Law Day work products, such as educational videotapes, posters, transcripts of original mock trials, brochures, other written materials for the public, etc.

The postmark deadline for entries is June 11, 2002. Entries should be mailed to

Law Day 2002 Outstanding Activity Awards
American Bar Association
Div. for Public Education
541 North Fairbanks Court
Chicago, IL 60611-3314

or faxed to 312/988-5494

For information, call 312/988-5735

By my signature below, I certify that, to the best of my knowledge, the information included in the accompanying materials accurately and truthfully represents our activities, their impact and outreach, and that we have noted all cooperating or co-sponsoring organizations that contributed to these activities. Additionally, I grant the ABA's Division for Public Education the nonexclusive right to use, reproduce, or disseminate by any communications medium my entries, or portions thereof, to publicize and promote its nationwide Law Day Program

Signature _____

Printed Name _____

Title _____ Date _____

Enter Your Speaker's Remarks in the

Judge Edward R. Finch Law Day Speech Award

Statement of Purpose: The Judge Edward R. Finch Law Day Speech Awards were established in 1968 by Edward R. Finch, Jr., in memory of his father, a member of the American Bar Association Adjunct Committee on Law Day and a Justice of the Supreme Court of New York for many years. The goals of the Judge Finch Law Day Speech Awards are to expand the public's understanding of the rule of law and appreciation of the positive role law plays in our society. Competitive preference will be given to those whose speeches emphasize this year's theme, "Assuring Equal Justice for All."

Awards: The first-place winner will receive a check for $1,000 and an inscribed plaque at a special presentation at the ABA Mid-Year Meeting in Seattle, Washington, in February 2003. Other winners receive certificates signed by the president of the ABA. Winning speeches will be featured in the ABA's Law Day publicity and in next year's planning guide.

Entries: Anyone can enter on the speaker's behalf—the speaker, someone who attended the speech, a Law Day planner. Note, though, that you must secure the written permission of the speaker. The final part of the form has a place for him/her to sign. Faxed signatures are acceptable.

All entries should include four copies of the entire entry set (collated), including

1. the **completed entry form** (signed original and three photocopies)
2. the **speech** (can be transcripts or audio or video tapes)
3. **supporting materials** to help us evaluate the speech's impact, including letters, testimonials, media coverage (e.g., newspaper articles or broadcast tapes in which the speech may have been noted or excerpted), etc.

   No more than 10 pages of such materials and two tapes will be accepted.

Sorry, entries cannot be returned.

Eligibility: Any adult who delivers a speech in conjunction with a Law Day observance is eligible for the competition. American Bar Association officers, Board of Governors members, and staff members, as well as their spouses, children, and parents, are not eligible, nor are K–12 students who speak to school groups.

Selection Criteria: All entries will be judged on

- Originality and clarity of speech
- Educational value
- Extent to which speech expands the American public's understanding of the rule of law and appreciation of the positive role law plays in our society
- Extent to which the Law Day 2002 theme, "Assuring Equal Justice for All," is addressed by the speech
- Public impact (audience size and composition, location, as well as media coverage, broadcast audience, and/or publicity generated)

Deadline: All entries must be postmarked **by June 11, 2002.** Send four (4) complete copies of each entry set to

2002 Judge Edward R. Finch Law Day Speech Awards
ABA Division for Public Education
541 N. Fairbanks Ct., 15th Flr. (15.3)
Chicago, IL 60611-3314

Or fax to 312/988-5494
Or e-mail to <abapubed@abanet.org>

For information, call 312/988-5735.

Check List

- ☐ Entry Form, signed original & 3 copies
- ☐ The Speech: 4 copies of transcript (or audio or video tape)
- ☐ Supporting Materials, if any, 4 copies

Enter Your Speaker's Remarks in the

Judge Edward R. Finch
Law Day Speech Awards

Postmark Deadline: June 11, 2002

Enter & WIN!

Please complete all items on this form and return via fax or mail. You may fill out this form on-line at our website or download the form from our website and send it via e-mail, with the speech and other material, if available electronically, to <abapubed@abanet.org>. If you enter by mail, be sure to include four copies of the speech (transcript or audio or video tape). Postmark deadline is June 11, 2002. Refer to guidelines on the facing page to ensure that you are meeting all requirements.

1. Contact Information

A. Please identify the speaker:

Name _____
Title _____
Organization _____
Address _____
City, State, Zip _____
Phone Number _____
Fax Number _____
E-Mail Address _____
Website Address _____

B. If different from above, please indicate below the individual who is your contact for awards notification and further communications:

Name _____
Title _____
Organization _____
Address _____
City, State, Zip _____
Phone Number _____
Fax Number _____
E-Mail Address _____
Website Address _____

2. Speech Information

A. Title of Speech _____

_____

B. Public Impact (time of delivery, location, size and composition of immediate audience at which speech was delivered; additional public impact through media coverage)

_____

_____

_____

C. Supporting Materials: You may include up to 10 pages and two tapes of additional material to help us evaluate the speech. Include materials that express the speech's impact on the public. Examples are articles showing media coverage, letters from the public, and background information on forum, sponsoring organizations, etc., as well as audio or video tapes of broadcasts in which the speech is noted. Please submit written materials on 8 1/2" x 11" sheets.

The postmark deadline for entries is June 11, 2002.
Mailed entries should be sent to

Judge Edward R. Finch Law Day 2002 Speech Awards
American Bar Association
Division for Public Education
541 North Fairbanks Court (15.3)
Chicago, IL 60611-3314

Or fax to 312/988-5494
Or e-mail to <abapubed@abanet.org>

By my signature or by submitting this entry form electronically, I certify that, to the best of my knowledge, the information included in the accompanying materials accurately and truthfully represents data about where the speech was delivered, its impact, and outreach. I further certify that the speech represents my original work and has never been delivered in this form before. I grant the ABA's Division for Public Education the nonexclusive right to use, reproduce, or disseminate by any communications medium my speech, or portions thereof, to publicize and promote its nationwide Law Day Program.

_____
Signature of Speech's Author

Title _____ Date _____

Law Day 2002

Images of Freedom

Student Photography Competition

Postmark Deadline: February 15, 2002

What's it about?

The Sixth Annual Images of Freedom National Student Photography Contest invites students across the country to submit their original photographs depicting the theme for Law Day 2002: "Celebrate Your Freedom—Assuring Equal Justice for All." The contest is open to all students ages 12 to 18 who are citizens or residents of the United States and have not yet graduated from high school.

This year's theme of "Assuring Equal Justice for All" focuses on America's efforts to make equal justice a reality for all our citizens. It will consider ways of making American justice equal regardless of color, gender, disability, or economic status. It will highlight efforts to make legal services affordable and widely available. It will address how changing American demographics might affect our understanding of equal justice. And it will include considerations of what equal justice means in other settings, such as schools or the health-care system.

You may interpret this theme however you like. Be curious, be critical, be serious or humorous, but most of all, be creative!

What could I win?

First-, second-, and third-place entries will receive the following prizes:

First Place—A $1,000 U.S. Savings Bond, a special plaque, and an expense-paid trip for you and a parent or guardian to Washington, D.C., to receive your prize

Second Place—The World Book Encyclopedia with CD-ROM

Third Place—A $100 U.S. Savings Bond and student dictionary

All winners, including honorable mentions, will also receive Law Day gift packs and special certificates. Winning photographs will be displayed at library and museum venues nationwide and on the ABA Division for Public Education's website.

How do I enter?

To be eligible for the competition, **you must submit a complete package**, postmarked no later than **February 15, 2002**. Entrants must be students between 12 and 18 years of age who have not yet graduated from high school and who are citizens or residents of the United States.

Obtain and fill out an official entry form and all necessary releases. You can obtain a printed copy of the official entry form and releases by

- calling 312/988-5735
- sending an e-mail request to abapubed@abanet.org
- writing Images of Freedom Competition, Division for Public Education American Bar Association, 541 N. Fairbanks Court (15.3), Chicago, IL 60611-3314.

You can also download onto your computer official entry and release forms from the Images of Freedom website at www.abanet.org/publiced/imagescontest.

Incomplete entries, including those not submitted on an official entry form, or **entries postmarked after February 15, 2002, will be immediately disqualified**. Entrants should read the official contest rules before submitting their entry. Only one entry per student is allowed.

How are photographs judged?

A national panel of judges will select the winning photographs according to the following criteria:

- Expressiveness and originality in offering a memorable representation of the Law Day 2002 theme, "Celebrate Your Freedom—Assuring Equal Justice for All"
- Creativity of the photography—its uniqueness and ability to move or catch the attention of a viewer
- Quality of composition in the use of space, lines, colors, and tones
- Technical components, including lighting, exposure, and focus

Where can I get more information?

Visit the Images of Freedom Student Photography Competition website at <www.abanet.org/publiced/imagescontest> for additional information, examples of winning photographs from previous years, and copies of extra entry forms and release forms that you can download onto your computer.

Outstanding Law Day 2001 Activity Awards

Alabama Center for Law & Civic Education
Play by the Rules is a program to teach Alabama law to young people and to develop civic understanding and a sense of civic responsibility. Its centerpiece is a 72-page manual of Alabama law in question-and-answer form distributed annually to every seventh grader in Alabama on or around Law Day, May 1—for free. *Play by the Rules* provides Alabama youth with their personal manual of practical law as it affects them. Co-sponsors include the Alabama State Department of Education, the Alabama Department of Youth Services, and the Alabama Attorney General's Office.

Baton Rouge [Louisiana] Bar Foundation
On May 1, 2001, over 1,400 students participated in the Law Day celebration. Students witnessed the investiture of a judge and a mock naturalization ceremony, and they heard a keynote speech by a naturalized citizen. Essay and poster contest winners received their awards. Other activities included mock trials and a mock voting exercise.

Maricopa County [Arizona] Bar Association
Law Week 2001 included poster, photo, and essay contests for children; free legal advice to members of the community through phone-a-lawyer, two community law fairs, and five senior citizen law fairs; lawyers in the classroom; and a tour of the Phoenix Municipal Court for grade-school children.

Napa [California] Superior Court
The court invited all schools in the Napa Valley to participate in a student poster contest. Entries were prominently displayed throughout courthouses. On Law Day, community groups and government agencies hosted 25 outdoor booths. This event provided important information about available programs for children from drug resistance education to car-seat safety.

Nevada County [California] Bar Association
The Nevada County Bar Association is a small rural bar association. Its program benefited from cooperating organizations that included the Nevada County Courts, the Nevada County schools, and the Nevada County Board of Supervisors. Events in the month-long program included "Kids in the Nevada County Courts," during which every fifth grader in western Nevada County could visit the courthouse and attend five different programs. High school students took part in an essay competition. The justices from the Third District Court of Appeal held an actual appellate court session before 150 high school seniors.

Philadelphia Bar Association Young Lawyers Division
Philadelphia's effort consisted of 18 programs. They ran every day of Law Week and included outreach to the community, such as a call-in program providing legal information, a naturalization ceremony, law at the mall, and a Habitat for Humanity work day. Activities for children included lawyers in the classroom, poster and essay contests, information programs for graduating seniors, and career-oriented "lawyer for a day" programs.

Judge Edward R. Finch Law Day 2001 Speech Awards

First Place

Justice Harriet O'Neill
Supreme Court of Texas

"Protecting the Best Interests of Our Children: A Law Day Address"

Nominated by Houston Young Lawyers Association

Second Place

Justice Wallace B. Jefferson
Supreme Court of Texas

"Celebrate Your Freedom: Protecting the Best Interests of Our Children"

Nominated by San Antonio Bar Association

Third Place

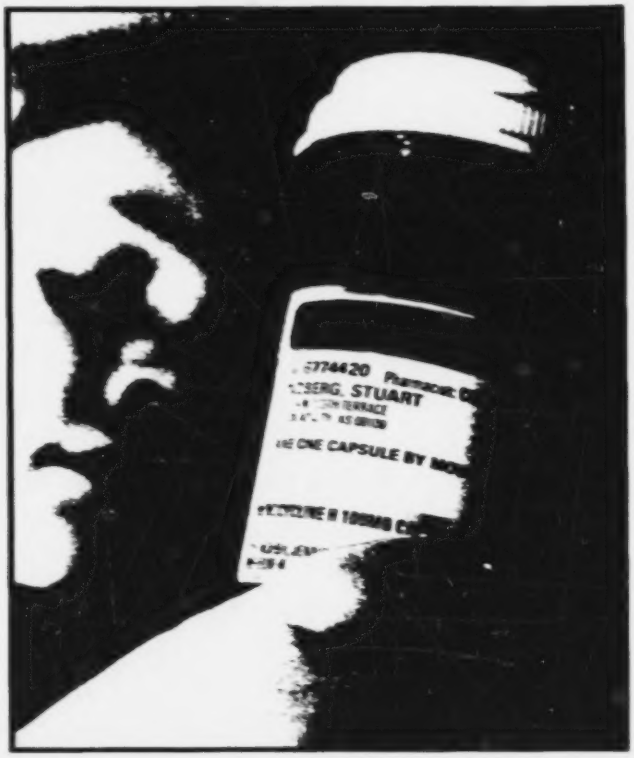
Morris Dees
Southern Poverty Law Center

"Preserving Our Freedoms as Americans"

Nominated by Palm Beach County Bar Association

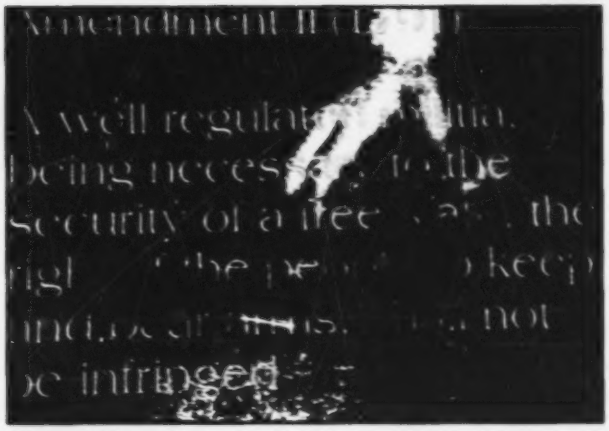
Images of Freedom Student Photography Competition

2001 Theme:
Protecting the Best Interests of Our Children



First Place

Stuart Lindberg
Piper High School
Kansas City, Kansas
"Safe and Secure"



Second Place

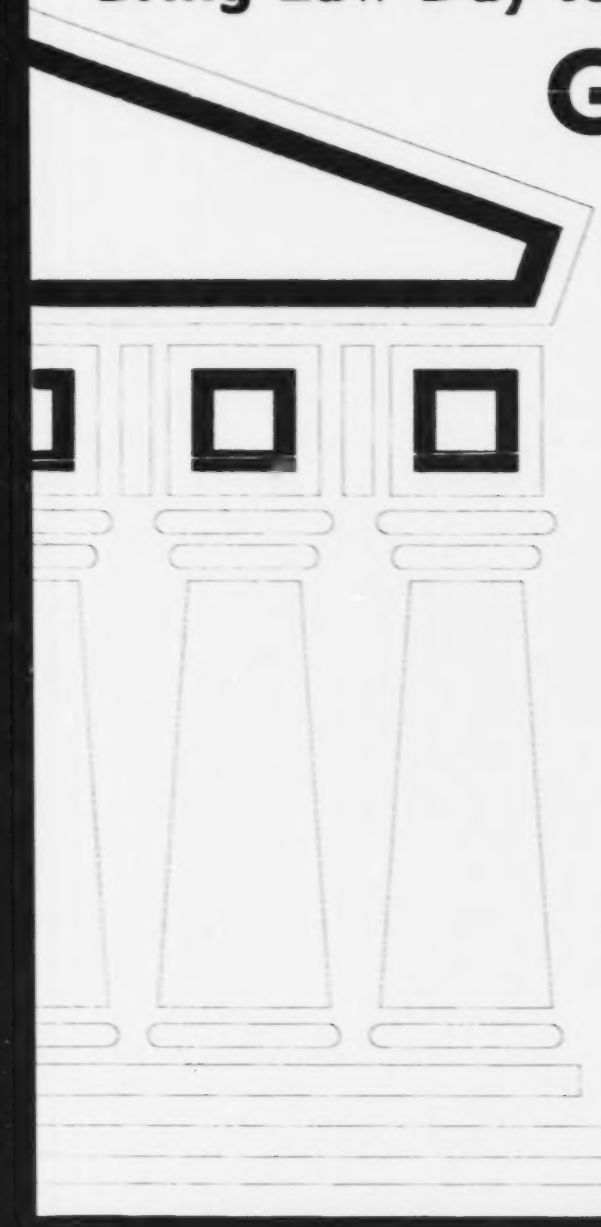
Jake Guinther
Center Grove High School
Greenwood, Indiana
"Second Amendment"

Third Place

Mindy Clark
Center Grove High School
Greenwood, Indiana
"His World?"

BEST COPY AVAILABLE

Bring Law Day to the Forefront with these Great Products!



2002 Law Day
Resource Catalog

- **Celebrate Your Freedom** with T-shirts, buttons, mugs, magnets, and much more. (pages 60–64)
- **Honor Achievement** with special awards for students and community members, and thank you's for your volunteers (page 65)
- **Reach Kids in School** with mock trials, career information, and how-to guides for presenters. (pages 66–69)
- **Reach the Whole Community** with easy-to-understand books, pamphlets, and videos on everyday law topics. (pages 70–72)

Additional copies of the Law Day 2002 Planning Guide are available.
Ask for product code PC# 317-0296.

Assuring Equal Justice for All

Great for Public Impact!

A

B

A. Colorful Law Day T

Wear your freedom proudly. Red, white, and blue 100% pre-shrunk cotton T-shirt features the colorful Celebrate Your Freedom design seen on the cover of this year's planning guide. Makes a great prize or gift.

PC# 317-0300L (Large) **$12.50**
PC# 317-0300XL (Extra Large) **$12.50**
PC# 317-0300XXL (2X) **$12.50**
2–9 shirts @ $12.00 10–20 shirts @ $11.50 21+ shirts @ $10.00

B. Law Day Porcelain Mugs

Add patriotism to your morning brew. 11 oz. cobalt blue or white porcelain mugs have striking Celebrate Your Freedom Law Day imprint. A perfect memento for your committee members and key volunteers. Give one to each of the teachers you reach, and be sure to keep a couple for your own home and office.

PC# 317-0299B (blue mug) **$6.50**
PC# 317-0299W (white mug) **$6.50**
any 2–5 mugs @ $6.00 any 6–20 mugs @ $5.50 21+ mugs @ $5.00

C. Law Day Buttons

Celebrate your freedoms with these striking 2 1/4" round buttons with safety clasp. Perfect for table favors at Law Day luncheons and banquets, hand-outs to all your volunteers, giveaways at ask-a-lawyer booths and 'lawyer-in-the-classroom' presentations.

PC# 317-0297 per package of 30 ..... **$8.80**
2–4 packages @ $8.30 5+ packages @ $7.80

D. Magnets

Looking for a cute new giveaway? Law Day refrigerator magnets are an inexpensive way to keep Law Day in everyone's line of sight. Same size and design as this year's buttons, but with a magnet that will make the message stick.

PC# 317-0298 per package of 10 ..... **$5.95**
2–5 packages @ $5.50 6–20 packages @ $5.00
21+ packages @ $4.50

Super Giveaways!

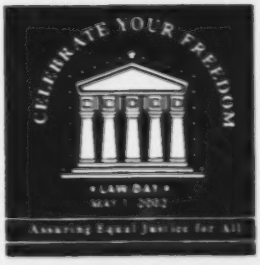
C

D

E. Stickers

Put them on anything and instantly it's an official Celebrate Your Freedom Law Day item. Hand them out to elementary school children on Law Day. Pressure sensitive, 2 3/4" x 2 3/4".

PC# 317-0303 roll of 200 ..... **$10.50**
2–4 rolls @ $9.75 5+ rolls @ $9.00

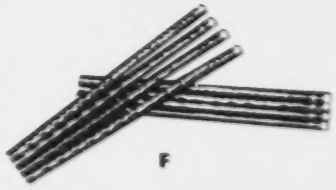


E

F. Celebrate Your Freedom Glitter Pencils

For the young at heart. Snazzy blue glitter pencils with Celebrate Your Freedom imprint are special giveaways. They're especially good for school groups.

PC# 317-0190 per package of 25 ..... **$6.50**
2 packages @ $6.20 4 packages @ $5.60
3 packages @ $5.90 5+ packages @ $5.20

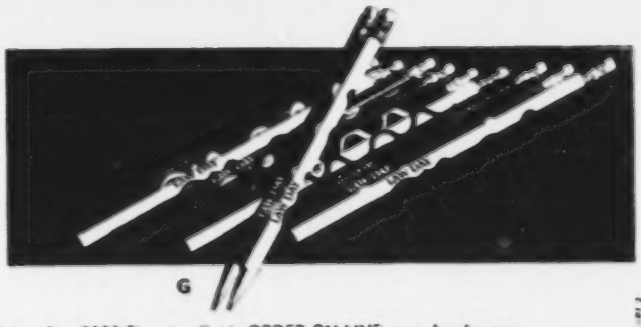


F

G. Law Day Pencils

Underline Law Day with multi-colored no. 2 lead pencils, each with Law Day imprint. Perfect giveaways for youth or adult groups.

PC# 317-0206 package of 30 ..... **$6.50**
2 packages @ $6.20
3 packages @ $5.90
4 packages @ $5.60
5+ packages @ $5.20



G

H. Mug Pencil Combination

Special combination with one Law Day mug and thirty pencils, lets you give a Law Day pencil to every student and a Law Day mug to the teacher.

PC# 317-0315 ..... **$11.50**
2–4 combinations @ $11.00
5+ combinations @ $10.50

H

I. Celebrate Your Freedom Theme Poster
Dress up your Law Day event with this colorful poster featuring the great art used on the cover of this year's planning guide. Makes perfect gift or prize. Printed in full color on heavy paper, 25 1/2" x 33".
PC# 317-0307 ..... **$10.00**
6–20 posters @ $9.00 20+ posters @ $8.50

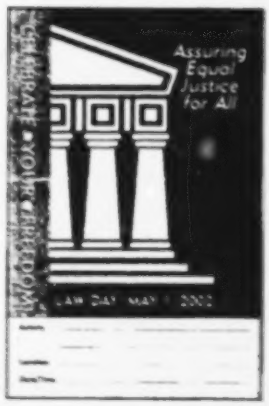
J. Law Day Stand-Up Program Display
Similar to display card, but with space to describe your program. Stands out anywhere—on a counter or tabletop or bulletin board. Fold-out wing easel (11" x 17").
PC# 317-0316 ..... **$11.95**
6–10 cards @$10.95 20+ cards @ $9.95

K. Law Day Display Card
Make a splash with this striking display card. Perfect for tabletop displays in bookstores, libraries, and schools, decoration at your functions, placement in windows. Fold-out wing easel (11" x 14").
PC# 317-0305 ..... **$11.95**
6–10 cards @ $10.95 20+ cards @ $9.95

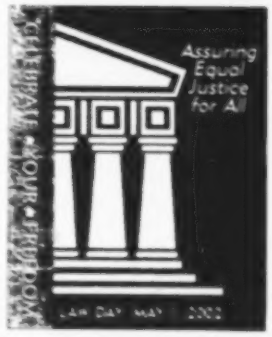
L. Law Day Card/Flyer
Get the Law Day message out with these attractive #7 envelope-size cards featuring this year's art and delivering key Law Day points—its origins, history and purpose—plus an explanation of the theme. Packages of 100.
PC# 317-0310 ..... **$10.00**
2 packages @ $9.00 4 packages @ $8.00
3 packages @ $8.50 5+ packages @ $7.50

M. Bookmarks
You'll never lose your place with these handsome 7" x 2 1/8" bookmarks that feature the Celebrate Your Freedom image. Printed on sturdy, glossy paper, they're a great give-away!
Packages of 100.
PC# 317-0308 ..... **$8.00**
2 packages @ $7.25 4 packages @ $6.25
3 packages @ $6.75 5+ packages @ $6.00

I



J



K

L

M

ORDER EARLY & SAVE!
February 15, 2002 • Save 10%
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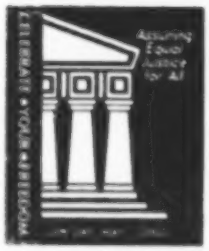
Law Day 2002 Display Kit

SAVE 25%

Celebrate Your Freedom Law Day Display Kit
Save! Save! Save! with this economy package of Celebrate Your Freedom display items.

Contains everything you'll need for a memorable tabletop presentation.

- ★ 1 stand-up program display card
- ★ 1 Law Day poster
- ★ 1 display card
- ★ 1 package of cards/flyers
- ★ 1 package of bookmarks



Package price gives you 25% discount over items purchased separately.

PC# 317-0312 ..... **$40.00**
2 packages @ $36.20 4 packages @ $32.60
3 packages @$34.40 5+ packages @$31.00

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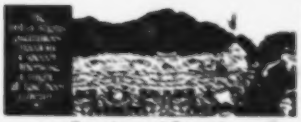
GET ONE FREE! WHEN YOU PURCHASE THE FULL SERIES

Equal Protection PC# 468-0033



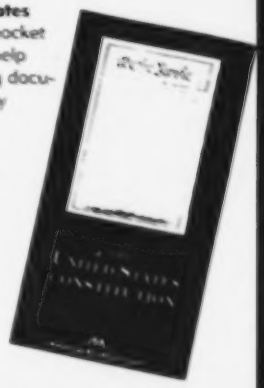
Freedom of Speech
PC# 468-0031

Right to Assemble
PC# 468-0030

Religious Freedom
PC# 468-0034

Pocket Edition of the Constitution of the United States
Go right to the source! Presentation copies of these pocket Constitutions feature plenty of lively commentary to help students and adults understand our nation's founding document. $2.95 in stores—half that with special Law Day pricing. It's a perfect gift! 64 pages.

PC# 317-0033 ..... 1–19 copies @ $1.50
20–99 copies @ $1.35 200–499 copies @ $1.15
100–199 copies @ $1.25 500+ copies @ $1.05



Bill of Rights Poster Series
These dramatic, award-winning Bill of Rights posters vividly convey the freedoms protected by our Constitution. Each dramatic black and white poster is printed on heavy 11" x 28" paper.
Order your individual favorite for only $4.95.

1–19 @ $4.95 100–199 @ $ 3.50
20–99 @ $4.50 more than 200 @ $2.00
Full Series PC# 468-0035 ..... $14.95

A Teacher's Guide to Bill of Rights Poster Series
Classroom activities for all grades complement the poster series; covers topics such as freedom of speech, assembly, religion, right to counsel, and equal protection. Filled with classroom-ready teaching strategies, including sample worksheets and resource listings. 56 pages.
PC# 497-0029 ..... $4.95

LAW DAY 2002

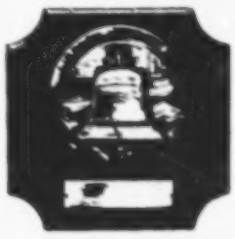
CELEBRATION IN A BOX

SAVE 33%

Law Day 2002 Celebration in a Box
Save big with this 50-person deluxe party pack that gives you everything you'll need for your event. Package would cost over $700 if items were purchased separately, but it's yours for $479. Celebration in a Box gives you:

- ★ 50 colorful T-shirts (assorted sizes)
- ★ 50 Certificates of Appreciation
- ★ 5 Law Day posters
- ★ 3 packages of balloons
- ★ 4 packages of Law Day pencils
- ★ 1 Liberty Bell Award plaque
- ★ 1 set of Olympic-style medals

PC#317-0311 ..... $479.00



Special Sale!

Law Day Travel Mugs for folks on the go let you carry the Law Day message everywhere. While they last, these handsome, marbleized 16 oz. insulated mugs are half price. All have tapered bottoms and no-spill tops. Choose from two designs:

A. **Classic Law Day** ..... **PC# 317-0208**
B. **Festive Celebrate Your Freedom** ..... **PC# 317-0275**

Both mugs are now just **$3.25 each**

A

B

C. Balloons
The sky's the limit for these larger-than-ever Law Day inflatable latex balloons. They come in red and blue, with design in white. Package of 30, 15 blue, 15 red.

PC# 317-0276 ..... **$8.00**
2 packages @ $7.50 — 4 packages @ $6.50
3 packages @ $7.00 — 5+ packages @ $6.00

C

D. *New!* Celebrate Your Freedom Sports/Bike Bottle
Sturdy bottles feature this year's striking art. Perfect for Law Day fun runs, golf outings, bike-a-thons.

PC# 317-0301 ..... **$2.50**
2 bottles @ $2.35 — 4 bottles @ $2.05
3 bottles @ $2.20 — 5+ bottles @ $1.90

New!

D

E. *New!* Law Day Visor
White cotton sun visor has the word "law" embroidered in blue. Makes a great give-away at Law Day fun runs or golf outings—and don't forget that today's kids love visors too.

PC# 317-0304 ..... **$8.95**
2-4 @ $8.50 — 5+ @ $8.00

New!

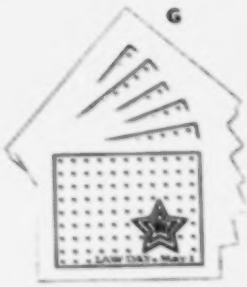
E

F

F. Law Day Cap
Tell the world what you're loyal to. 100% heavy cotton twill khaki Law Day hat features embroidered word "law" in blue.

PC# 317-0277 ..... **$14.95**
2-5 hats @ $13.95
6+ hats @ $12.95

G

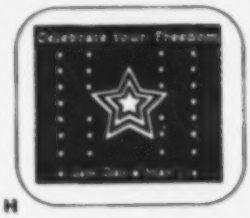

G

G. Note Cards
Handsome Law Day note cards and envelopes are just what you need for invitations, thank-you notes to key volunteers, even Law Day greeting cards. Package of 10 cards with envelopes.

PC# 317-0293 ..... **$7.95**
2 packages @ $7.25 — 4 packages @ $6.25
3 packages @ $6.75 — 5+ packages @ $6.00

Law Day Mouse Pads
Keep Law Day on everyone's desk with bright Celebrate Your Freedom mouse pads. Pads have a soft fabric surface and a rubber foam base.

H. **PC# 317-0278** **$4.95**
I. **PC# 317-0302** **$5.95**



H

New!

I

New!

J

Media Tools

***New!* Camera-Ready Law Day Art/Talking Points**
Complete media packet includes camera-ready variations of the Celebrate Your Freedom theme art for this year. Includes Law Day talking points that will give you a head start on your speeches.

PC# 317-0309 ..... **$5.00**

J. *New!* Law Day 2002 Disk
Perfect for desktoppers. Same as media package above, but in electronic format.

PC# 317-0314D (DOS compatible) **$10.00**
PC# 317-0314M (MAC compatible) **$10.00**

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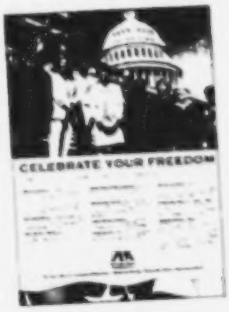
New!



A

New!

A. *New!* Celebrity Posters
Two brand-new black and white posters feature U.S. Supreme Court Justice Stephen Breyer talking with a group of high school students (his quote stresses the importance of teaching students how law helps them celebrate their freedom as Americans) and 10 women members of Congress who are also attorneys. Each discusses how law protects the best interests of our children.

PC# 317-0294 ..... **Justice Breyer**
PC# 317-0295 ..... **Congresswomen**

B. "Democracy and Diversity" Celebrity Posters
Black and white posters feature talk show hostess Cristina and baseball legend Henry Aaron and his wife talking about how the law helps them celebrate their freedoms as Americans, with special emphasis on speaking up for democracy and diversity.

PC# 317-0247 ..... **Henry Aaron**
PC# 317-0263 ..... **Cristina (text in English)**
PC# 317-0263S ..... **Cristina (text in Spanish)**

B

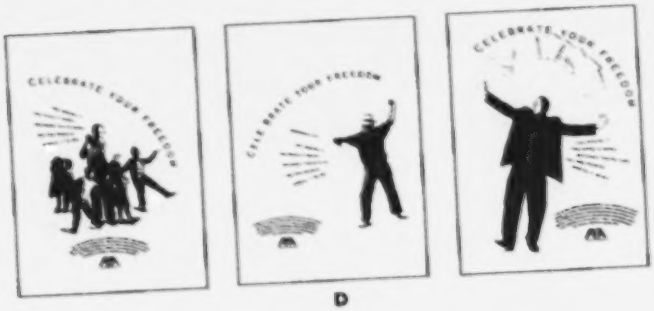
C. "Family" Celebrity Posters
Sports celebrities and their parents tell how they celebrate their freedoms as Americans in this black and white poster series. Posters provide a unique distillation of what makes them—and their country—great.

PC# 317-0225 ..... **Football's Steve Young with his father**
PC# 317-0223 ..... **Basketball's Grant Hill with his mother**

C

D. "Celebrate Your Freedom" Celebrity Posters
Lively black and white posters show how our system of liberty under the law helps prominent Americans in very different fields celebrate their freedom.

PC# 317-0212 ..... **Musician Branford Marsalis**
PC# 317-0213 ..... **Golfer ChiChi Rodriguez**
PC# 317-0214 ..... **Business Leader Dave Thomas**



D

E

E. "Original American Dream" Celebrity Posters
Striking black and white posters show why the U.S. Constitution is the original American Dream. In each, an eminent American describes the importance of the Constitution to fulfilling the American Dream.

PC# 317-0165 ..... **Justice Sandra Day O'Connor**
PC# 317-0166 ..... **Detroit Mayor Dennis Archer**
PC# 317-0167 ..... **Bill Gates Sr., Seattle lawyer, and Bill Gates Jr., Microsoft founder**

Celebrity Posters ..... **$6.00 each**

Any 2-5 posters @ $5.25
Any 6-10 posters @ $4.75
Any 11-20 posters @ $4.25
Any 21+ posters @ $4.00

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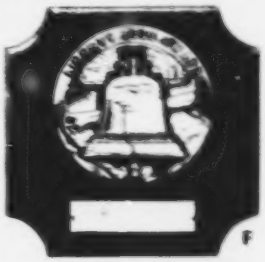
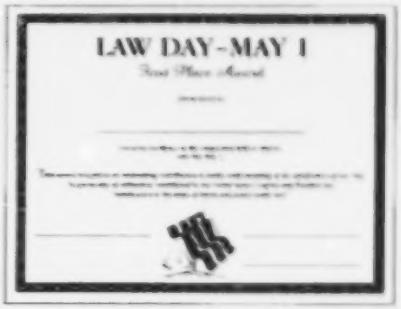
F. Liberty Bell Award Plaque
The Liberty Bell Award was established more than 30 years ago to acknowledge outstanding community service. Each group presenting the award is free to establish its own criteria. Many groups present it to a layperson, a man or woman who has promoted better understanding of the rule of law, encouraged greater respect for law and the courts, stimulated a sense of civic responsibility, or contributed to good government in the community. Sometimes it is presented to a lawyer or judge, and sometimes to a community organization rather than a person. This handsome plaque consists of a bronze-relief replica of the Liberty Bell, mounted on an attractive walnut shield (8 1/8" square and 1/2" thick). Bronze name-plate (4" x 1 1/4") is included for local engraving.
PC# 317-0023 ..... **$70.00**


F

G

G. Olympic-Style Medals
Memorable award for the winners of contests. Special set of Law Day die-struck 2 1/4" medallions includes antique gold, silver, and bronze to recognize your first-, second-, and third-place winners. Each medallion comes with red, white, and blue flag-style ribbon.
PC# 317-0251 set of 3 medallions **$24.95**
2-5 sets @ $22.95 6–10 sets @ $20.95

H. Award Certificates
A decorative set of first-, second-, and third-place certificates, suitable for framing. Perfect for winners of school competitions. Space for inscribing the names of the winner, your organization and officer, and the date (8 1/2" x 11").
PC# 317-0248 set of three **$9.00**



H

Thank-You Gifts

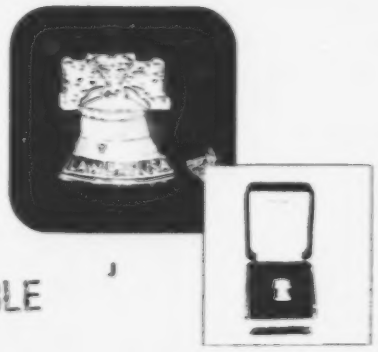
Where would you be without the hard work of your Law Day committee and volunteers? Tell them you care with these special gifts.

I. Certificate of Appreciation
Acknowledge the support of Law Day volunteers, schools, teachers, and speakers with handsome certificates suitable for framing. Space for inscribing names of organization and recipient. (8 1/2" x 11").
PC# 317-0249 ..... **$1.00**

I

J. Liberty Bell Lapel Pin
24K gold plated, embellished with the phrase "Law Day" in red, white, and blue enamel. Clutch back fastener (5/8" high). Packaged in presentation box—a perfect thank-you to your committee, speakers, or volunteers.
PC# 317-0079 ..... **$7.00**

K. Law Day Paperweight
Great-looking, substantial glass paperweights— 4" diameter, almost an inch thick—are beautifully satin-etched. They can either lie flat or stand up on a flat edge—either way they're a memorable gift, thank-you, or award.
PC# 317-0292 ..... **$23.95**
2-5 paperweights @ $21.95
6+ paperweights @ $19.95


J

K

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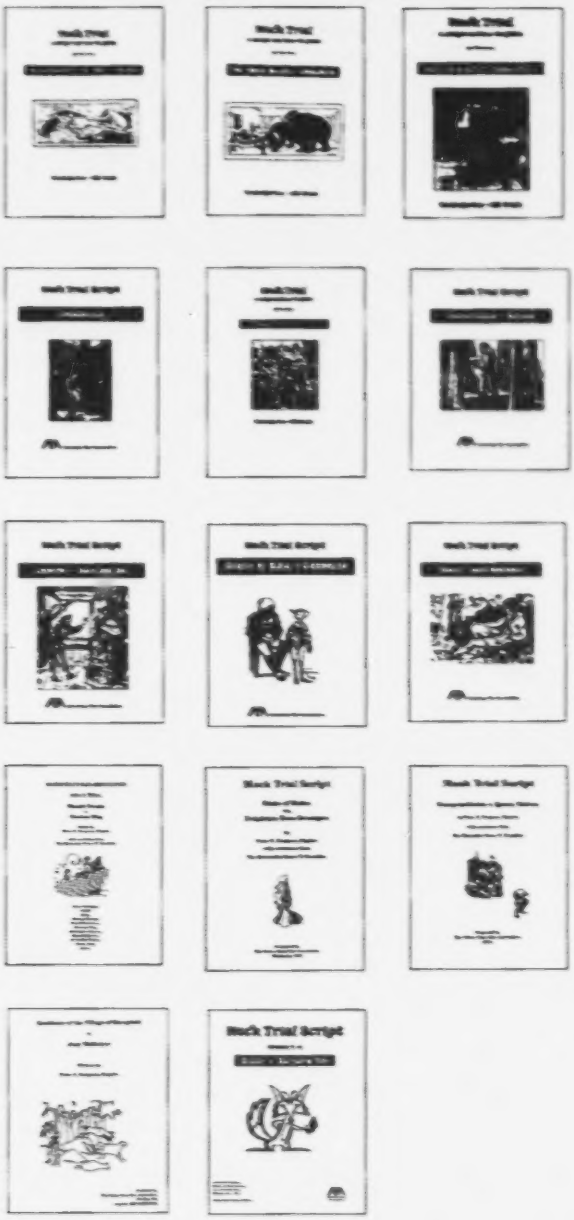
FAIRY TALE MOCK TRIALS



Fairy Tale Mock Trials

$5.95 each for 1–9 copies
$5.50 each for 10–29 copies
$4.95 each for 30+ copies

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Law Day Is for Kids

Share the excitement and unparalleled learning experience of mock trials. A great opportunity to involve law professionals as judges and coaches, and a lively, fun process that kids won't soon forget. Mock trials give you everything you need to put on a successful mock trial—information on types of mock trials, tips on preparing and conducting the trial, simplified steps and rules in a trial, and even guidelines on mock trial competitions. Most also contain a glossary of legal terms.

Last Year's Best Seller! **The Big Bad Wolf v. the Three Little Pigs** Showing absolutely no shame, B.B. Wolf (the initials stand for "Big Bad") has the nerve to sue Curly Pig for attempted wolf cooking. **PC# 317-0117**

All-Time Best Seller! **The Three Bears v. Goldilocks** Yikes! The Bears have sued Goldilocks for bad manners. **PC# 317-0116**

Wicked Witch v. Snow White Witch sues princess for stealing her "trademark"—Fairest of Them All. **PC# 317-0112**

Best-Selling New Trial! **Cinderella v. Estate of Padre Mia Tremaine** Feisty Cinderella, now a princess, sues for back wages from her "rotten, wicked stepmother." **PC# 317-0162**

Claude v. The Beast In this reworking of *Beauty and the Beast*, disappointed suitor Claude sues the "Beast" (aka Handsome Prince) for impersonation and alienation of affection. **PC# 317-0111**

United States v. Bunyan Federal agencies sue the big lumberjack and "Mr. Ox" to stop them from cutting down forests, making their own waterways, correcting curving highways, and generally creating a nuisance. **PC# 317-0163**

Emperor v. Swin and Del Embarrassed monarch sues tailors for fraud and misrepresentation in this retelling of *The Emperor's New Clothes*. **PC# 317-0164**

State of Italia v. Geppetto Neglect is the issue in this case on whether Pinocchio should remain with the woodcutter or have his care and education become the responsibility of the state. **PC# 317-0161**

Student Written! **State v. Jack Robinson** Jack (of beanstalk fame) is on trial for second-degree intentional homicide in the death of Clarence Ogre in this lively, fun criminal trial script written by fifth-grade students. **PC# 317-0160**

Humpty Dumpty v. Sherman King *[Secret information for each witness]* Humpty Dumpty attracts customers to King's Kar World. A tragic accident nearly wrecks his career, and, alleging negligence, he sues owner Sherman King for damages from his fall. **PC# 317-0144**

State v. Delphinia Rose Sweetpea *[Secret information for each witness]* In this retelling of *The Princess and the Pea*, our heroine is on trial for fraudulently pretending to be a princess. **PC# 317-0141**

Rumpelstiltskin v. Queen Malory *[Secret information for each witness]* In this civil case, Rumpelstiltskin sues the Queen to collect payment for his work. **PC# 317-0143**

Village of Sheepfold v. Joey Wolfcryer *[Secret information for each witness]* In this retelling of *The Boy Who Cried Wolf*, Joey Wolfcryer is accused of violating an ordinance against crying wolf when there is no wolf. **PC# 317-0145**

State v. Richard Fox In this retelling of *The Fox and the Crow*, the fox is on trial for theft by deception—taking a piece of cheese from Camilla Crow by tricking her. **PC# 317-0142**

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Criminal Law Trials

Mock trials developed by the Constitutional Rights Foundation include the facts of a hypothetical case, witness statements, relevant legal authorities, complete trial instructions, and procedural guidelines. Each also contains an optional pretrial motion designed to help students gain a deeper understanding of constitutional issues related to the criminal trial process.

New! People v. Tanner
Homicide and memory reliability
A young adult's 20-year-old memory of a sibling's death leads to a murder charge against their parent. Optional pretrial issue: Should 911 calls about spousal violence made months before the alleged murder be admitted into evidence? **PC# 317-0306**

People v. Rose
Poisoning, assault with a deadly weapon, and search and seizure
After students are poisoned at a school club initiation, police arrest a student who seems to have a motive of revenge. Optional pretrial issue: Is the search of the student's computer and seizure of computer files constitutional? **PC# 317-0268**

People v. Brunetti
Homicide, conspiracy, and the right to bear arms
After a fatal schoolyard shooting, police arrest the shooter's cousin, who owned the murder weapon as well as an illegal assault rifle. Optional pretrial issue: Is a law regulating possession of assault weapons constitutional? **PC# 317-0252**

People v. Donovan
Involuntary manslaughter, removal of traffic signs, and the protection against self-incrimination
A fatal traffic accident is caused by theft of a "Do Not Enter" sign. Police arrest a college student, who makes incriminating statements after the postponement of a pretrial hearing. Optional pretrial issue: Are the statements admissible? **PC# 317-0219**

Law Day Classics

These time-tested mock trials contain everything you need—information on types of mock trials, tips on preparing and conducting the trial, simplified steps and rules in a trial, and even guidelines on mock trial competitions. Most also contain glossaries.

***Best Seller!* Andrews v. Springville School System** A lawsuit brought against a local school system by the parents of a high school girl who has been refused a tryout for the boys' soccer team. **PC# 317-0121**

Hudson v. The Washington Post Child abduction case raises issue of whether the best interests of a child outweigh a newspaper's right to maintain the confidentiality of its sources. **PC# 317-0120**

Murphy v. National Sheet Metal A civil trial that addresses the question of equal employment opportunity for women and the effect it has had on employers' hiring and promotion practices. **PC# 317-0119**

Midland v. Pence A criminal trial of demonstrators who protested the alleged misconduct of the superintendent of prisons. Addresses freedom of speech, peaceful assembly, and the need to maintain public order. **PC# 317-0118**

New!

***Best Seller!* People v. Clevenger**
Vandalism, computer crimes, and search and seizure
Suspicion falls on an honor student for vandalizing a computer room. Police search the student's locker and find incriminating evidence. Optional pretrial issue: Was the locker search legal? **PC# 317-0215**

People v. Mitchell
Alcohol abuse and the exclusionary rule
A traffic accident results in charges of driving under the influence and felony hit-and-run. Optional pretrial issue: Was a traffic stop based on a police profile of a drunk driver constitutional? **PC# 317-0150**

People v. Kelmar
Youth violence, homicide, and privacy
A high school senior shoots a fellow student and claims self-defense. The testimony of a psychotherapist is critical. Optional pretrial issue: Did admitting such testimony violate the psychotherapist-patient privilege? **PC# 317-0146**

People v. Stover
Use of force, free expression, and hate crimes
A security guard's actions during an alleged break-in at a laboratory raise issues about use of force, free expression, and hate crime. Optional pretrial issue: Is an ordinance governing racist expression constitutional? **PC# 317-0149**

People v. Caulfield
Carjacking, three strikes, and due process
Police arrest a carjacking suspect after a house-to-house investigation. Optional pretrial issues: Use of prior conviction for three strikes and use of prior conviction to show common plan. **PC# 317-0159**

People v. Whitman
Child abduction, theft, and self-incrimination
A child is taken from a park. After a routine traffic stop, a noncustodial parent is charged with child abduction. Optional pretrial issue: Were the defendant's Miranda rights violated? **PC# 317-0147**

People v. Bell
Free expression, group conflict, and arson
Conflict between townspeople and a religious group leads to incitement and arson charges. Optional pretrial issue: Does the Constitution protect performing a song at a rally? **PC# 317-0148**

Mock Trials on this page

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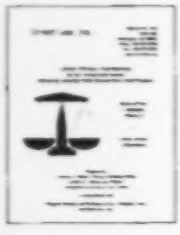

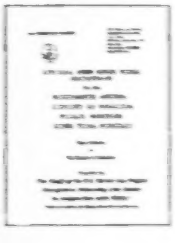

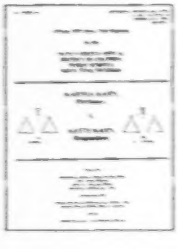

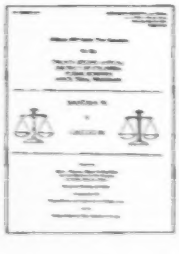

High School Mock Trials

These mock trials can be used for competitions and/or for mock trial units in class. Each contains statement of facts, witness statements, evidence, and applicable cases on statute. All contain information on types of mock trials, tips on preparing and conducting the trial, simplified steps and rules in a trial, and even guidelines on mock trial competitions.

New! Shawn Wright v. Play and Learn Child Care Center
Issues of different aspects and degrees of negligence as well as parental liability
The basis of this suit by a parent is the injury of a boy while under the supervision of a day-care center. Includes statements by several of the participants, selections from applicable cases, selected portions of local laws relating to the case, and notes on the laws applicable to the suit.
PC# 317-0317

Chris M. v. Dr. Terry Preece and Metro City Unified School District
Issues of educational malpractice
A seventeen-year-old high school senior, who has been unable to find work because of inability to master basic reading, writing, and arithmetic skills, sues the school system for educational malpractice. **PC# 317-0273**

State of Columbia v. Chris Archer
Issues of influence of alcohol consumption, peer pressure, and responsibility
A fraternity president is on trial for first-degree murder and criminal hazing after the death of a new pledge. **PC# 317-0220**

United States v. Martha Monroe
Issues of first-degree murder, battered woman syndrome, and self-defense
A "battered woman" shoots and kills the sleeping husband who has abused her. She claims she acted in self-defense as a victim of the recently recognized "battered woman syndrome." **PC# 317-0174**

Scott Walker v. Tonya Brewster
Issues of negligent storage of a handgun and supervision of a minor
A lawsuit filed by the father of a five-year-old severely wounded by a bullet accidentally fired from a pistol that another boy brought into the home.
PC# 317-0173

Elyse Roberts v. The District of Columbia
Issues of sexual harassment
A female lawyer alleges that her male officemate made obnoxious comments to her, some with sexual overtones. She claims sexual harassment and intentional infliction of emotional distress. **PC# 317-0176**

***Best Seller!* Kyle Wilkins v. New Columbia Country School District**
Issues of school district liability and negligence
Kyle Wilkins, parent of Chris, a high school athlete who died after taking steroids illegally, is suing the school district for negligence in the death of the child. **PC# 317-0171**

Karmia Kahn v. Keith Kahn
Issues of domestic violence
Karmia Kahn accuses her husband of striking and threatening her. He claims that he was defending his son from punishment and that his actions and words were meant to heal rather than harm. **PC# 317-0172**

Ricki Jones v. Metro City
Issues of negligence, strict liability, and damages
The parents of an AIDS victim sue the city government, claiming that city water contaminated with the Pindia parasite caused their son's condition to worsen and led to his death. **PC# 317-0193**

Sandra W. v. Gregg M.
Issues of negligent transmission of HIV
Sandra claims that Gregg's negligent actions caused her to contract HIV, which has progressed into AIDS. **PC# 317-0175**

Mock Trials on this page

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Putting on Mock Trials
Helps teachers and lawyers set up mock trials for elementary and secondary students. Covers types of mock trials, preparing for and conducting trials, steps in a trial, simplified rules of evidence, judging, and seven sample trials for every grade from upper elementary through high school. 24 pages.

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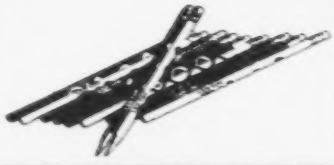

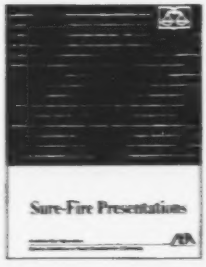

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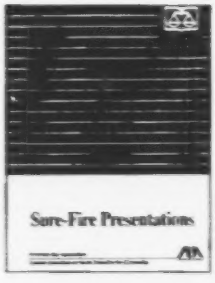

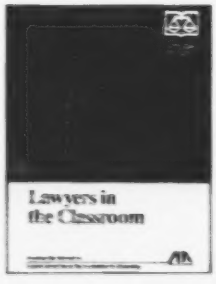

Career Publications

Legal Careers Brochure
Briefly explains what lawyers do, skills needed, and the process of becoming a lawyer. Also describes other careers in the law. An inexpensive handout for career fairs, etc. (*A Life in the Law* booklet, below, offers a more in-depth look at these topics.)
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Booklet discusses career opportunities in the legal field, skills needed, and pre-law studies, plus profiles of some actual lawyers and additional reading materials about careers in the law. Very helpful to students seriously researching a law career. 24 pages.
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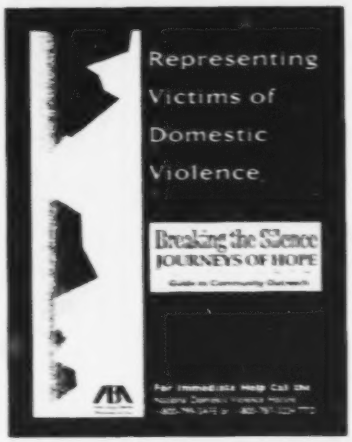

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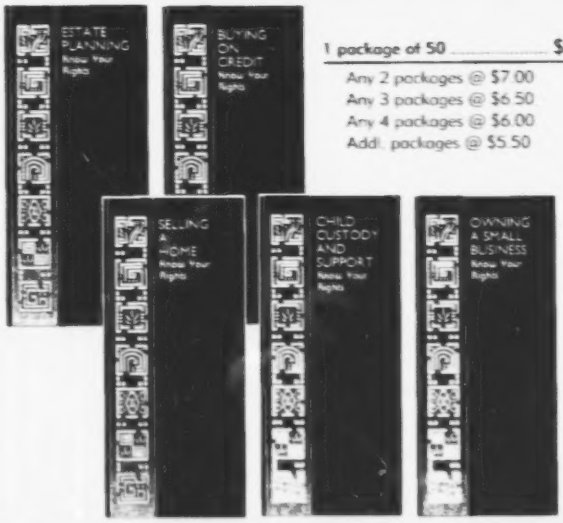

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Domestic Violence Resources

The ABA has developed new resources to complement *Breaking the Silence: Journeys of Hope*, a new documentary on domestic violence.

***New!* Representing Victims of Domestic Violence**
A brochure for legal professionals, with information on working with victims of domestic violence, sample interview questions, and special legal considerations. Available in packages of 30.
PC# 317-0318 ..... $11.95 per package

***New!* Why Abuse Victims Stay**
A brochure for general audiences exploring the many factors that may influence a domestic violence victim's decision to stay in an abusive relationship. Available in packages of 30.
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***New!* Know Your Rights: Domestic Violence (Conozca sus derechos: La violencia doméstica)**
Bilingual in English and Spanish! A brochure for general audiences explaining where to get help, possible legal remedies, and information on finding a lawyer. Available in packages of 30.

PC# 468-0058	**$7.95 per package**
2 packs @ $7.00	4 packs @ $6.00
3 packs @ $6.50	5+ packs @ $5.50

***Coming Soon!* Breaking the Silence Videotape and Facilitator's Guide**
A compelling one-hour documentary on domestic violence, told through the stories of abuse survivors. Each tape is accompanied by a facilitator's guide offering an overview of the film, tips on developing programs, and questions for discussion. Available in English and Spanish versions.
Note: Videotapes and facilitator's guide will be available by the end of December 2001. Go to <www.abanet.org/publiced/domviol.html> for information on pricing and ordering.

Practical Law Brochures

Great for Ask-a-Lawyer programs, People's Law Schools, Lunch 'n Learn programs, and any public outreach. For just a few cents, give people a handout that provides practical law help. Both the English-only and Spanish-English brochures are available for the same low price. Available in packages of 50.

English-Only Brochures
Brochures cover legal principles as well as answers to commonly asked questions and practical tips. Back panel left blank for your message, should you choose to add one.

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Selling a Home	PC# 468-0059e
Child Custody and Support	PC# 468-0063e
Tenant-Landlord Law	PC# 468-0057e
Owning a Small Business	PC# 235-0031

Spanish-English Brochures
Similar to English-only brochures, but series includes several different topics, including some of particular interest to Hispanics. Complete text in both languages.

Buying on Credit/Compras a Crédito	PC# 468-0064
Buying a Home/La Compra de una Casa	PC# 468-0060
Selling a Home/La Venta de una Casa	PC# 468-0059
Child Custody & Support/Custodia y Mantenimiento de los Hijos	PC# 468-0063
Tenant-Landlord Law/Inquilinos y Propietarios	PC# 468-0057
Job Discrimination/Discriminación en el Trabajo	PC# 468-0061
Workers' Compensation/Indemnización por Accidente de Trabajo	PC# 468-0056
Working in the U.S.A./Trabajar en los Estados Unidos	PC# 468-0062

Practical Law Booklets for the Public

Want to give the public even more information about the law? The ABA's series of booklets range from 16 to 40 pages and help people understand the law that affects them every day.

Law and the Courts, Volume I—The Role of Courts
Looks at the third branch of government. Explains how courts fit into our system of separation of powers, with particular emphasis on the role of judges and the importance of judicial independence. **PC# 235-0027 98ED**

Law and the Courts, Volume II—Court Procedures
Gives readers a quick look at a legal case from beginning to end. It covers how cases begin, pretrial motions, hearings, and settlement conferences; jury selection; steps in a trial; and verdicts and the appeals process. Includes a glossary of legal terms. **PC# 235-0041**

Law and the Courts, Volume III—Juries
Brand-new booklet concludes the "Law and the Courts" series by looking at the role of juries. Covers grand juries, trial juries, and major issues facing the jury system today. **PC# 235-0202**

Consumers' Guide to Getting Legal Help
Booklet explains when you might need a lawyer's help, how to select one, how to keep costs down, and what to do if you're not satisfied. **PC# 235-0201**

Getting and Keeping Credit: Your Guide to Credit Cards and Credit Records
Booklet provides practical tips on saving money and protecting yourself in credit transactions. Discusses how to get credit, what credit costs, choosing a credit card, equal credit laws, and checking your credit record. **PC# 235-0033**

Dealing with Debt: Your Guide to Bankruptcy and Other Options
Booklet discusses how to avoid problem debt and options if you're in over your head. Explains types of personal bankruptcy, options for keeping your home, and much more. **PC# 468-0053**

Mediation: A Consumer's Guide
Explores the pros and cons of an increasingly popular way to resolve disputes. **PC# 468-0051**

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Practical Law Videos for the Public

Mediation: Is It for You?
An 18-minute video program that profiles three everyday scenarios where mediation may be appropriate: a homeowner's dispute with a contractor, a child custody case, and a neighbor-to-neighbor conflict. Booklet (above) is a companion to tape.
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Dealing with Debt: Bankruptcy and Other Options
Temporary unemployment, high credit card debts, and major medical expenses have strained finances for many families. *Dealing with Debt: Bankruptcy and Other Options* is a 27-minute videotape featuring three scenarios in which typical families weigh their options in deciding what is best for their particular situation. Booklet (above) is a companion to tape.
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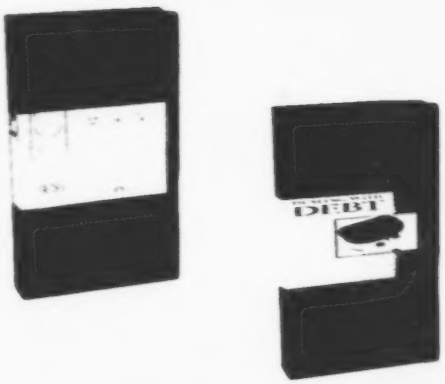

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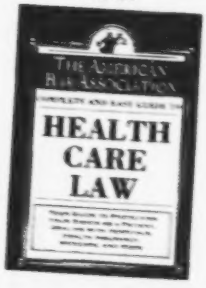

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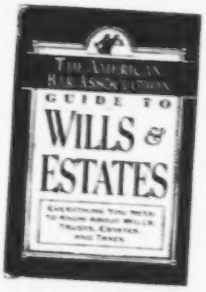

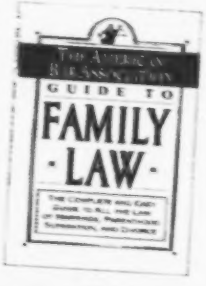

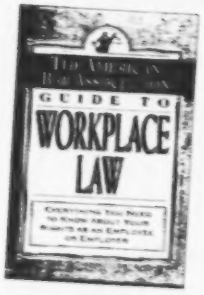

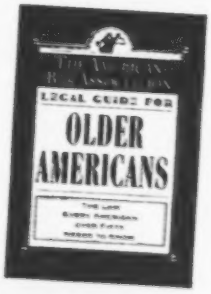

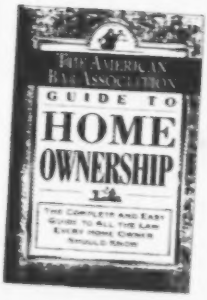

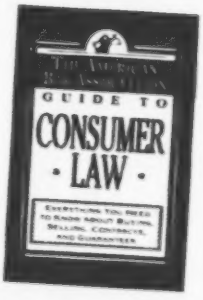

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***Best Seller!* The American Bar Association Guide to Wills and Estates**
Complete and easy guide to all the law everyone should know about distributing property at death and planning for possible incapacity. Besides wills and health care directives, topics include how to plan an estate, joint ownership and other ways to transfer property without a will, trusts and living trusts, death taxes, choosing an executor or trustee, changing your will or trust, and planning now to make things easier for your family.
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The American Bar Association Legal Guide for Older Americans
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The American Bar Association Guide to Home Ownership
This practical law handbook is the perfect gift for any law or life skills classroom and for school and public libraries. Complete and easy guide to all the law every home owner should know. This book provides friendly, informative guidance on deeds, forms of ownership, and restrictions on what you can do with your property; the special problems and opportunities in owning a condo or co-op; title insurance; avoiding problems with the neighbors; the financial side of home ownership; taxes; and the special concerns of aging home owners.
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The American Bar Association Guide to Consumer Law
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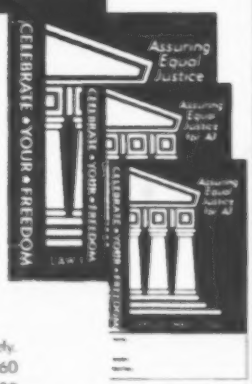

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After April 11, 2002, timely delivery of Law Day orders cannot be guaranteed without overnight or 2-day delivery.

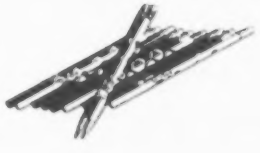
Law Day 2002
Celebration in a Box

SAVE 33%

Law Day 2002 Celebration in a Box

Save big with this 50-person deluxe party pack that gives you everything you'll need for your event. Package would cost over $700 if items were purchased separately, but it's yours for $479. Celebration in a Box gives you:

- ★ 50 colorful T-shirts (assorted sizes)
- ★ 50 Certificates of Appreciation
- ★ 5 Law Day posters
- ★ 3 packages of balloons
- ★ 4 packages of Law Day pencils
- ★ 1 Liberty Bell Award plaque
- ★ 1 set of Olympic-style medals



PC# 317-0311 ..... **$479.00**

Celebrate Your Freedom Law Day 2002

A. Law Day T 100% pre-shrunk cotton T-shirt features this year's art in red, white, and blue. Comes in sizes from large to extra, extra large.
PC# 317-0300 L, XL, or XXL **$12.50**

B. Law Day Cap Tell the world you're loyal to the law. Heavy cotton cap has "law" proudly on the front.
PC# 317-0277 ..... **$14.95**

C. Law Day Balloons Better than ever, in patriotic red and blue.
PC# 317-0276, per package of 30 ..... **$8.00**

D. New! Law Day Visor White cotton sun visor is a great giveaway at fun runs and golf outings.
PC# 317-0304 ..... **$8.95**

E. Law Day Buttons Striking round buttons carry this year's theme of "Assuring Equal Justice for All."
PC# 317-0297, per package of 30 ..... **$8.80**

F. Law Day Porcelain Mugs This year's art and message in color on white mugs or in white on cobalt blue mugs.
PC# 317-0299W (white mug) **$6.50**
PC# 317-0299B (blue mug) **$6.50**

G. Liberty Bell Lapel Pin 24K gold plated, embellished with "Law Day" in red, white, and blue.
PC# 317-0079 ..... **$7.00**

H. Liberty Bell Plaque Hundreds of programs award this handsome bronze and walnut plaque for outstanding community service.
PC# 317-0023 ..... **$70.00**

I. Law Day Sports/Bike Bottle Sturdy bottles featuring this year's great art are a popular giveaway.
PC# 317-0301 ..... **$2.50**

J. Law Day Mouse Pad Keep this year's theme on everyone's desk with this bright new mouse pad.
PC# 317-0302 ..... **$5.95**

ABA Defending Liberty Pursuing Justice

American Bar Association
Division for Public Education
541 N. Fairbanks Court
Chicago, IL 60611-3314

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